DOCUMENT RESUME

ED 191 957 UD 020 882

AUTHOR Even, Brenda B., Ed.
TITLE Equality In Education: A Non-Sexist Handbook for Secondary Educators.
INSTITUTION Arizona Univ., Tucson.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 79
NOTE 169p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Instructional Materials; Learning Activities; *Nondiscriminatory Education; *Resource Materials; Secondary Education; Sex Bias; *Sex Fairness

ABSTRACT

This handbook was developed at the Institute for Equality in Education held at the University of Arizona. The handbook is divided into three sections. Part I, the introduction, is designed to provide background material on sex equity. Included are an article describing the Institute, relevant definitions, a summary of Federal anti-discrimination laws and regulations, and a pretest for educators. Part II concentrates on secondary level classroom activities in the following areas: resocialization, textbook analysis, curriculum, and counseling career guidance and testing. For each activity, a purpose, materials, procedure, evaluation, and additional suggestions are presented. Part III, the appendices, provides additional information on sex equity, including multicultural resources, Institute Evaluation Instruments, and an annotated bibliography of Institute resources. (Author/MK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191957

EQUALITY IN EDUCATION

A Non-Sexist Handbook for Secondary Educators

Edited by

Brenda B. Even
University of Arizona
Tucson, Arizona
1979

UD020882

00 2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INSTITUTE FOR EQUALITY IN EDUCATION

Summer, 1978

Funded by
The United States Office of Education
under
Title IV (Civil Rights Technical Assistance and
Training Programs)
of the
Civil Rights Act of 1964

and

Sponsored cooperatively by
The Univeristy of Arizona, College of Education

F. Robert Paulsen, Ed.D.
Dean, College of Education

Robert J. Letson, Ed.D.
Head, Department of Secondary Education

Brenda B. Even, Ph.D.
Director, Secondary Education Workshop

Philip J. Lauver, Ph.D.
Head, Department of Counseling and Guidance

Betty J. Newlon, Ed.D.
Director, Elementary Education Workshop

and

The University of Arizona, College of Liberal Arts

Paul Rosenblatt, Ph.D.
Dean, College of Liberal Arts

Myra Dinnerstein, Ph.D.
Chairperson, Women's Studies Committee

Sheryl O'Donnell, Ph.D.
Assistant to the Chairperson, Women's Studies Committee

The University of Arizona is an EEO/AA Employer and does not discriminate on the basis of sex, race, religion, color, national origin, Vietnam Era veterans' status, or handicapping condition in its admissions, employment and educational programs or activities. Inquiries may be referred to Dr. Jean Kearns, Assistant Executive Vice President, Administration 503, phone 626-3081.

"His" and "hers" should not divide the world,

which is "ours."

Mary Calderone (Physician), 1970

PREFACE

Equity in education. Educational equality for both sexes and for all races. Glorious sentiments, to be sure, but readily apparent in our schools? Not consistently. Because the inconsistent applicability of these educational goals is the rule, rather than the exception, a two-week Institute for Equality in Education was conceived and effected in June, 1978, on the University of Arizona campus.

Funded by Title IV of the Civil Rights Acts of 1964, the Institute was co-sponsored by the departments of Secondary Education, Counseling and Guidance, and the Women's Studies Committee. It was designed to assist Arizona K-12 teachers in becoming aware of sexism in the schools and in developing materials and methods to combat it in their classrooms.

Some 60 teachers participated in this two-week experience; 30 of them being secondary school teachers from Tucson, Phoenix and Nogales. The secondary participants took part in a number of large group activities designed for both elementary as well as secondary teachers; they were also part of a workshop designed especially for the secondary instructor. From that workshop came this Handbook for secondary educators.

The working rough draft of this Handbook was completed by the close of the workshop; participants took it back to their classrooms for a semester's trial and evaluation. At a mid-year workshop, they commented on the Handbook's applicability and usefulness and made specific suggestions regarding its final form.

What follows, then, is the result of extensive accumulation of related materials, field testing of these materials, and a final condensation and presentation of them in Handbook form. For user convenience, the Handbook is divided into three parts.

Part I, the Introduction, is designed to provide teachers, counselors, administrators, students, parents -- anyone interested in sex equity -- with pertinent background material. An overview article describing the Institute is included, should any individual or group wish to replicate it in part or in its entirety. Relevant definitions and a summary of federal anti-discrimination laws and regulations are also included, as is an educator pretest, "Sexism and you, the Educator."

Part II concentrates on activities; these are arranged according to the following subsections: Resocialization, Textbook Analysis, Curriculum, Counseling/Career Guidance and Testing. They are all organized in the same manner, each having a title and stressing information regarding PURPOSE, MATERIALS, PROCEDURE, EVALUATION, ADDITIONAL SUGGESTIONS. The format, then, will be essentially the

same, even though some activities will require more extensive detail than others. In addition, because a unified tone and approach were aimed for in the discussion of the activities, all of them are presented in step-by-step fashion, and all of them utilize the understood you as subject.

Finally, Part III, the Appendices, attempts to pull together any other materials which may prove useful to the educator interested in sex equity. Included in this final Part are a section on Multicultural Resources (Appendix A), a collection of Institute Evaluation Instruments (Appendix B), and an Annotated Bibliography of Institute Resources (Appendix C).

The hope, then, is that this Handbook can and will prove a useful and flexible tool for those who are striving to identify and solve the problem of sexism in the schools. It is, of course, NOT a final authority on the subject, but rather a source for ideas, a stimulus for action, and a constant reminder that "'His' and 'hers' should not divide the world, which is ours."

Brenda B. Even
July 1979

ACKNOWLEDGEMENTS

WORKSHOP PERSONNEL

Dr. Brenda Even, Secondary Education Workshop Director, Assistant Professor, College of Education, University of Arizona, Tucson.

Ms. Linda Loomis, Assistant to the Director, Graduate Student, College of Education, University of Arizona, Tucson.

Ms. Darla Hagen, Typist, Secondary Education Department, University of Arizona, Tucson.

WORKSHOP PARTICIPANTS

Ms. Julia Abalos, Curriculum Coordinator, Nogales Public Schools, Nogales.
Ms. Shirley Allender, Teacher, Casa Grande Unified High School, Casa Grande.
Mr. Michael Ames, Teacher, Gardner Middle School, San Manuel.
Ms. Dorothy Brown, Librarian, Osborn School District, Phoenix.
Mr. J. W. Derrick, Teacher, Nogales High School, Nogales.
Mr. Joe Dornbush, Teacher, J. F. Kennedy Middle School, Phoenix.
Ms. Helen Enright, Teacher, Nogales High School, Nogales.
Ms. Becki Godbey, Teacher, J. F. Kennedy Middle School, Phoenix.
Ms. Barbara Hanson, Career Education Specialist, Pima County Developmental Career Guidance Project, Tucson.
Mr. Bill Harrison, Teacher, Nogales High School, Nogales.
Ms. Mary Kay Haviland, Teacher, J. F. Kennedy Middle School, Phoenix.
Ms. Marie Hayes, Teacher, Pueblo High School, Tucson.
Mr. Chuck Holman, Counselor, Sahuaro High School, Tucson.
Ms. Ana Maria Inigues, Teacher, Nogales High School, Nogales.
Ms. Rita Irwin, Teacher, Cholla High School, Tucson.
Ms. Carla Kalak, Teacher, Catalina High School, Tucson.
Ms. Cheryl Lawson, Teacher, Santa Rita High School, Tucson.
Ms. Georgia McCabe, Teacher, Mansfeld Junior High School, Tucson.
Mr. John McGlynn, Librarian, Santa Cruz Valley Union High School, Eloy.
Mr. Ray Molera, Teacher, Nogales High School, Nogales.
Ms. Colette Monize, Teacher, Salpointe High School, Tucson.
Ms. Randee Mur, Teacher, Cholla High School, Tucson.
Ms. Roggie Ross, Teacher, Cholla High School, Tucson.
Ms. Ina Smalzer, Teacher, Nogales High School, Nogales.
Ms. Sally Soike, Teacher, Magee Junior High School, Tucson.
Ms. Virginia Stone, Teacher, Roosevelt School District, Phoenix.
Ms. Jean Stuart, Counselor, Lawrence Elementary School, Tucson.
Ms. Bobbie Welch, Teacher, Cholla High School, Tucson.

HANDBOOK TYPISTS

Audrey Engell
Darla Hagen
Susan Young

CONTENTS

PREFACE.....iv

ACKNOWLEDGEMENTS.....vi

PART I: INTRODUCTION

Definitions.....1
Institute Overview.....2
Summary of Federal Regulations.....4
Sexism and "You," The Educator.....11

PART II: ACTIVITIES

Resocialization.....25
Activity 1: Recognizing the Sex-Role Socialization Process.....27
Activity 2: Male or Female -- Let's Look at the Role.....29
Activity 3: Sex-Role Socialization.....31
Activity 4: How Socialization Takes Place.....32
Activity 5: Nonverbal Puzzle.....35
Activity 6: Roleplaying the Socialization Process.....36

Textbook/Materials Analysis.....37
Activity 7: Evaluate? -- On What Basis?.....39
Activity 8: Recognizing Bias in Textbooks/Instructional Materials.....42
Activity 9: Analyzing Materials for Sex-Role Stereotyping.....53
Activity 10: Someone's Missing (7-8).....54
Activity 11: The Short Story: Analysis for Stereotyping.....56
Activity 12: Distinguishing Among Sex and Race Biased and Nonbiased Materials.....59

Curriculum.....61
Activity 13: The Birds and the Bees.....63
Activity 14: Breaking Sex-Role Stereotypes in Everyday Language...65
Activity 15: Race-Role Confusion.....66
Activity 16: Bias in Short Stories.....67
Activity 17: Is "Wonder Woman" a Sex-Role Stereotype?.....68
Activity 18: Sexism in the Classroom.....71
Activity 19: Word Association Game.....78
Activity 20: Women Scientists.....79
Activity 21: Identifying Stereotypes in Case Studies.....80
Activity 22: Motherhood in Bondage.....81
Activity 23: Media Stereotyping.....84
Activity 24: Explore Your Culture.....90
Activity 25: Dear Abby of the Auto Clinic.....91

Counseling/Career Guidance.....93
Activity 26: Examining Non-Traditional Careers.....95
Activity 27: My Stereotypes are Showing!.....96

Counseling/Career Guidance (cont.)
Activity 28: Are You More Like???....97
Activity 29: Career Development and Sex-Role Stereotyping....100
Activity 30: This Is Your Life!....102
Activity 31: Role Stripping....103
Activity 32: Life vs. Expectations....104
Activity 33: Role Reversal....106
Activity 34: The Subtle Influence on Career Choice....107
Activity 35: The Label, the Stereotype....108

Testing....111
Activity 36: Sex-Biased Tests....113
Activity 37: Is This Text Sex-Fair?....118
Activity 38: Interest Inventory Bias....119
Activity 39: Non-Sexist Testing....120
Activity 40: Kuder, From 1776-1976....121

PART III: APPENDICES

Appendix A: Multicultural Resources....123
Selected Multicultural References....125
Additional Multicultural Resources....129

Appendix B: Institute Evaluation Instruments....135
Institute for Equality in Education Information Sheet....137
Hawley Attitudes Toward Sex Roles Scale....138
Hawley Attitudes Toward Sex Roles Scoring Key....141
Self-Assessment Scale....142
Institute Impact Survey....144
Institute Evaluation Form....145

Appendix C: Annotated Bibliography of Institute Resources....149
Books....151
Media....160
Pamphlets....163
Born Free Materials....168
The Feminist Press Materials....169

JUL 10 1980

INTRODUCTION

DEFINITIONS

Androgyny: The state of possessing both traditionally termed "male" and "female" characteristics, of utilizing roles demanded by situation rather than by sex.

Occupational sex typing: The assumptions and expectations about vocations that lead to the occupational segregation of the sexes.

Sex bias: A preconceived expectation, prejudice, or predilection based on gender.

Sex equity in education: A fair, impartial, and just system of education for members of both sexes. Equity implies fairness, rather than equality, in education.

Sexist curriculum: A course of study which reinforces the stereotyping of males and females.

Sexism: Any arbitrary belief, attitude, or stereotype of either males or females based solely on their sex (gender).

Sex-role socialization: The process by which females and males are differentially prepared for the roles society has defined as appropriate for their particular sex.

Sex-role stereotype: A conventional presumption that all females or all males, because they share a common gender, also possess the same characteristics, interests, values, and roles.

Sex-role stereotyping in the schools: Assumptions made about and messages given to students which tend to reinforce or encourage stereotyping by gender.

Stereotype: A fixed or conventional assumption that individuals -- cast from either the male or female mold -- will be similar not only in gender, but in a variety of other ways.

Socialization: The process of experience and reinforcement through which children and adults are made ready for cooperative living -- are prepared to occupy and perform various roles.

Teachers' Institute for Equality in Education Held at the University of Arizona

By Myra Dinnerstein, Brenda Even, Betty Newlon, and Sherry O'Donnell

Women from the Tucson community and the University of Arizona collaborated to design a two-week Teachers' Institute for Equality in Education. Held last June on the university campus, the Institute was designed to help Arizona teachers of grades K through 12 develop nonsexist classroom methods and materials. The many inquiries we have received from other educators and women's studies personnel throughout the country suggest that information about our program will help others design similar institutes in their own regions.

We planned our Institute for the summer, since there is little time or money for bringing women's studies information to elementary and secondary teachers during the academic year. Funding for the Institute came from a $51,026 grant under Title IV of the 1964 Civil Rights Act (Desegregation of Public Education), a source suggested by Alison Hughes, director of the Tucson Women's Commission and former grants writer for Tucson's Pima Community College. The Title IV grant enabled us to pay Arizona teachers stipends, including per diem expenses to out-of-towners. The grant also provided honoraria to the university and community women who have participated endlessly, as volunteers, in so many of our programs. Myra Dinnerstein and Sherry O'Donnell of the university Women's Studies Program administered the grant, provided speakers and consultants, and assembled women's studies research guides. College of Education faculty members Betty Newlon and Brenda Even served as elementary and secondary school directors. They developed grade-appropriate curriculum materials and classroom procedures, contacted Institute panelists, and served as liaisons between the university and Arizona public schools.

To make an impact on a state as large and widespread as ours, we limited Institute participants to 50-60 teachers from three target school districts in southern Arizona: Tucson United School District, the largest urban district in the state; Nogales School District, a rural border district with an 89-percent Mexican-American student body; and Roosevelt School District, a suburban school district in the Phoenix area with a significant number of Black students. We viewed each applicant as a future center of influence and information for her/his school and district. To assure cooperation in implementing Institute concerns, we required assurances of commitment from the superintendents of the designated districts, whose letters of support accompanied the grant proposal. Also, each teacher attending the Institute presented a letter from her/his principal pledging time and opportunity to use Institute materials in the classroom and in training sessions for the entire school staff.

In addition, we were careful to develop nonsexist materials suited to the ethnic diversity of Arizona. As traditional multicultural materials often stereotype women and provide limited role models for girls, we wanted to show a whole range of models and alternatives for young Mexican-Americans, Native Americans, Blacks, and Asians. We worked hard to provide nonsexist materials aimed at preparing all students for a world where roles, jobs, and responsibilities need not be rigidly gender-specific.

The first days of the Institute were devoted to an overview of sexism: its definition, its legal history, and its effects on both sexes. Keynote speaker Shirley McCune challenged participants to examine carefully all aspects of sex-role stereotyping.

On the second day, a panel of three women's studies faculty members considered socialization and sex-role stereotyping from the following points of view: (a) children's reactions to sexist socialization; (b) girls' attitudes toward math and their lack of participation in team sports; and (c) current research on sex-role socialization. The panelists also suggested re-socialization intervention strategies through classroom activities.

On the third day, attention focused on textbooks—how to analyze them for sexism, how to select new ones, how to adapt or supplement them if securing new ones is impossible. The comments of Heather Alberts from the Pima Career Education Project were further underscored by the Weitzman-Rizzo slide-tape presentation, "Images of Males and Females in Elementary Textbooks." Participants then examined their own texts for sexist influences. Debbie Dillon, the Sex Equity Specialist from Arizona's State Department of Education, alerted participants to the resources available from her office.

On the fourth day, the group explored two curriculum areas: social studies and language arts. Historian Mary Rothschild, from Arizona State University, described women's changing roles and educational development in the United States and suggested ways to integrate new social studies materials into classroom activities. Sherry O'Donnell, from the University of Arizona's Women's Studies Program and English Department, provided similar insight into the inclusion of new women writers; and Margaret Fleming, also from the University of Arizona, concentrated on language and its relation to sexism.

Further discussion of curricular areas, this time political science, anthropology, psychology, and economics, occurred on the fifth day. Panelists attacked the sexism/sex-role stereotyping issues from different perspectives and provided the participants with books and/or activities suggested for consisting of representatives from the Anglo, Black, and Mexican-American cultures, commented briefly on their own lives, offered possible alternatives for teaching students from different cultures, and responded to many questions from the audience.

Participants met in their respective elementary and secondary workshops on the sixth day. After first examining materials on sex-fair testing methods, they spent the remainder of the day preparing materials for the workshop handbooks.

Math anxiety and career options, or lack of options, were the topics for the seventh day. Nancy Kreinberg and Rita Liff

from the Lawrence Hall of Science, University of California at Berkeley, supplied information and classroom activities on these two subjects. They involved teachers in a variety of math games and shared a number of resources for changing students' attitudes toward careers.

Counseling techniques and suggestions for multicultural interaction served as focal points for the eighth day. A panel of Black, Mexican-American, Native American, and Anglo counselors discussed their philosophies and described special problems of minority students. After a question period, participants in the elementary and secondary workshops devoted the afternoon to exploring counseling techniques for teachers.

The ninth day was designated a "work" day for both sets of workshop participants. During the time provided, teachers summarized information, developed activities, and prepared materials for inclusion in the two workshop handbooks. The morning of the tenth and final day was set aside for completing personal implementation plans and developing target group (district) plans. The Institute concluded on a positive note when Arizona State Senator Sue Dye delivered a characteristically witty reminder that humor helps us all survive.

Evaluation of the Institute

Five means of evaluation were used for both the secondary and elementary workshops of the Institute:

1. An "Attitude Toward Sex Roles Scale," developed by Peggy Hawley, San Diego State University, was administered before and after the Institute to determine whether attitudes of the participants had changed. The 34-item scale is designed to locate an individual on a continuum between dichotomous and androgynous attitudes toward sex roles. While computer results have not yet been analyzed, other research by Hawley suggests that, with a sophisticated group of respondents, the instrument will probably not discriminate sharply between female and male opinions. Nevertheless, it may indicate that the women in the sample tend to agree more strongly on individual items than the men do.
2. A "Confidence Scale," designed to determine how confident participants felt as nonsexist teachers, was also administered before and after the Institute. Before the Institute, 79 percent felt *less than* confident in selecting nonstereotyped classroom materials—texts, kits, media—while at the conclusion of the Institute, 91 percent said that they felt confident or very confident about making selections. Only 23.7 percent of the pre-Institute participants expressed confidence in developing a nonsexist approach to the classroom, the curriculum, and the school, as compared to 94 percent post-Institute.
3. Daily comment cards given to participants measured response to the day's activities and gave teachers opportunities to suggest changes in the program. These cards were read and discussed by the Institute directors at a daily meeting. When possible and appropriate, changes were made to accommodate the needs of individual participants, and all suggestions received personal attention. This ongoing dialogue between participants and directors provided a safety valve for participants as well as a bellwether for directors.
4. A "Final Institute Evaluation" was given to participants on the last day of the Institute, in which teachers indicated the strengths and weaknesses of the Institute and measured its impact on them. Selected results indicated that 90 percent of the participants felt that sex-role stereotyping limits career options for both men and women; believed that they would now be able to implement changes in their classrooms; and thought that the Institute would most likely have a significant impact on their attitudes and behaviors.
5. A fifth means of evaluating the effectiveness of the Institute was an examination of the products produced in both the elementary and the secondary workshops. Both workshops produced handbooks designed to provide educators with useful materials for combating sexism in the schools.

Further evaluation would take place in January when Institute participants would come together to discuss and analyze the effectiveness of their new approach on their schools, their colleagues, and their students.

The outcomes of the Institute were overwhelmingly positive. Attitude and behavior change were evident not only in terms of instruments used, but also in terms of daily comments and individual actions. Many participants reevaluated their beliefs, and many more carefully reviewed the socialization process they had experienced. Increasingly aware of their personal views regarding sex-role stereotyping, participants quickly responded to the ideas, materials, and activities shared with them and then began to invent more on their own.

A final outgrowth of the Institute which must be noted was the expressed interest in women's studies. Many participants, formerly unaware of women's studies as a research area or a teaching movement, expressed interest in taking courses and doing research in the area. Although this development had not been perceived by the Institute directors as a major goal, it may well point the direction for future collaborative efforts. Not only can additional courses be established both in Women's Studies and in the College of Education which address the sex-role issue, but joint courses and internships can be implemented. A joint master's degree might even be a possibility. These suggestions could be avenues for increasing potential impact on teachers, who are the key to change in the classroom arena. "They are powerful agents for change," notes Florence Howe, "if they will understand the use of that power." It is our responsibility to help them understand and utilize that power. The Institute for Equality in Education was one means of achieving that end.

Myra Dinnerstein is Chairperson of the Women's Studies Program at the University of Arizona. Brenda Even is Assistant Professor of Secondary Education. Betty Newlon is Assistant Professor of Counseling and Guidance. Sherry O'Donnell was Acting Chairperson of the Women's Studies Program in Spring 1978 and is currently a Teaching Associate in the English Department.

SUMMARY OF FEDERAL ANTI-DISCRIMINATION LAWS AND REGULATIONS

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Title VI of Civil Rights Act of 1964	Discrimination on grounds of race, religion, or national origin by education programs receiving federal funds. Coverage provided for students and others; employment practices and policies exempted from coverage.	Office of Secretary Dept. of Health, Education, and Welfare, Washington, D.C. 20201 Procedure 1. Informal conciliation. 2. Delay, revocation, or disqualification re: federal funds. 3. Suit filed by U.S. Dept. of Justice at request of HEW.	-Student admission -Program content -Institutional practices	Careful documentation essential. Simultaneous filing of complaints under other legislation possible.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Act of 1972)	Discrimination in employment on basis of race, color, religion, national origin or sex. (Private industry since 1964; schools and public businesses since 1972) Records required of employers (EE05 Form).	Equal Employment Opportunity Commission, 1800 G. St. N.W., Wash. D.C. 20506. or A regional EEOC Office. Procedure 1. Notification. 2. Informal conciliation. 3. Suit filed by EEOC or Attorney General. 4. Discontinuance, unlawful action, affirmative action, reinstatement, and/or back pay possible.	-Recruitment, selection, assignment and transfer, layoff, discharge and recall of personnel. -Opportunities for promotion. -In-service training opportunities. -Wages and salaries. -Sick leave time and pay. -Vacation time and pay. -Overtime work and pay. -Medical, hospital, life, and accident insurance. -Retirement plans & benefits. -Other staff benefits.	Documentation important. (employer/employee) Review of Practices and Affirm. Action Plan necessary. Long time-action speeded by filing simultaneous complaints under other laws/regulations. U.S. Dept. of Justice available for complaints involving pattern or practice. Avenue applicable to individual, only when employee of local or state gov't or referred by EEOC.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Executive Order 11246 (as amended by 11375*)	Employment discrimination on basis of race, color, religion, national origin, or sex in institutions with federal contracts over $10,000. "Grants" included if benefit to federal government. *Federal contracts of $50,000 or more and employment of 50 or more people necessitates development of affirmative action program.	Office of Secretary U.S. Dept. of Labor Wash., D.C. 20210 or *Office of Federal Contracts Compliance, U.S. Dept. of Labor, Wash., D.C. 20210 OFCC has designated HEW to be responsible for enforcement re: educational institutions. Procedure 1. Notification & informal conciliation. 2. Delay, revocation and disqualification of contracts. 3. Back pay may be awarded.	-Hiring, discharge, promotion, wages, benefits, training and all other conditions of employment. -Applicable to post-secondary insititutions (The Order has been the stimulus behind many affirmative action plans, salary equalizations and special programs). -Applicable to any local school district with more than $10,000 in federal contracts for vocational education, special education, etc.	Many complaints filed on behalf of a class or group of employees; i.e., racial, ethnic or female minorities. Complaint strengthened when documented that discrimination is a continuous action against such a group or class of individuals.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Equal Pay Act of 1963 (as amended by the Education Amendments of 1972).	Sex discrimination in salaries and in most fringe benefits. All workers -- those in professional, executive, and administrative positions in education and other institutions -- are now protected by EPA. This order also requires an Affirmative Action Plan.	Office of Secretary U.S. Dept. of Labor, Wash., D.C. 20210 or Report to nearest wage and hour division of Dept. of Labor by phone, in letter, or in person. Procedure 1. Notification & informal conciliation. 2. Voluntary compliance for women (95% resolved in this manner). 3. Suit filed by Secretary of Labor or aggrieved party. 4. Court may order employer to discontinue practices, increase salaries, and/or pay back salaries with interest.	-Salary differences based on sex because: 1. complaints anonymous 2. prompt handling -Extensive use to remedy sex discrimination against women faculty in higher education institutions. -Effective channel for elementary and secondary teachers to challenge sex discrimination in staff benefits and salaries. -Also applicable to administrators, supervisors, clerical and maintenance staff personnel in elementary/secondary education. -Nevertheless, less relevant to elementary/secondary education than to higher education institutions.	Documentation essential. Examination of Affirmative Action Plan a must.

*EPA prohibits labor organization from causing or attempting to cause employers to discriminate on the basis of sex-suits which may be filed against them.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Title VII (Sec. 799A) Title VIII (Sec. 845) of the Public Health Service Act (as amended by the Comprehensive Health Manpower Training Act and the Nurse Training Act).	Sex discrimination admissions or employment practices relating to employees working directly with applicants or students. *Every institution receiving a contract under Title VII or VIII or benefitting from a grant, loan, guarantee or interest subsidy to its health personnel training programs is covered.	Office of Secretary U.S. Dept. of Health, Education and Welfare Washington, D.C. 20201 Procedure 1. Notification & informal conciliation. 2. Delay revocation and/or disqualification possible. 3. HEW can request Dept. of Justice to bring suit against the institution. 4. Back pay may be awarded.	-Schools of medicine, osteopathy, dentistry, podiatry, and public health. -Allied health personnel and nurses are specifically mentioned in Title VII and Title VIII.	Documentation of barriers that restrict the participation of males and females in medical fields important. Institutional record-keeping essential.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Title IX of the Education Amendments of 1972.	Sex discrimination Coverage provided for students and employees.	Office for Civil Rights, U.S. Dept. of Health, Education, and Welfare, 330 Independence Ave. S.W., Wash. D.C. 20201 or Regional Office for Civil Rights Procedure 1. In enforcing Title IX, the U.S. Dept. of HEW will follow the procedures of the Civil Rights Act of 1964.	-Admissions -Treatment of students once admitted. -Employment -Procedures	Examination of grievance procedures important. Establishment of compliance plan necessary. Availability of records essential. Notification of non-discrimination policy imperative. Appointment of Title IX coordinator essential.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Title II of the Education Admendments of 1976.	Discrimination on basis of race, color, religion, national origin or sex in educational institutions with vocational education programs. Non-discrimination not enough. Sex-affirmative law which requires every state to set aside $50,000 for an employee to do affirmative action within the state.	Office of Civil Rights or Office of Secretary Dept. of Health, Education, & Welfare, Washington, D.C. 20201	-Admission -Treatment of students -Employment -Procedures	Documentation imperative. Evidence of affirmative action essential.

Law or Regulation	Prohibition	Enforcement	Areas of Remediation	Suggestions
Section 504 of the Rehabilitation Act of 1973.	Discrimination against the handicapped in all programs and activities receiving federal assistance. Coverage provided for students and employees.	Office for Civil Rights, U.S. Dept. of Health, Education, & Welfare, 330 Independence Ave., S.W., Wash., D.C. 20201	-Admission -Treatment of students -Employment -Advancement -Benefits -Wages	Documentation essential.

SEXISM AND "YOU", THE EDUCATOR

Before utilizing this handbook, test yourself with the following exercises:

"Identifying Discrimination -- Case Examples"

"Distinguishing Among Sex and Race Biased and Nonbiased Materials"

*Exercises taken from Combating Sexism in Your School Workshop Materials. Prepared for the Institute on Equality in Education, University of Arizona, Tucson, Arizona, by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. 20036.

IDENTIFYING DISCRIMINATION--CASE EXAMPLES

Please read through each of the examples below to determine the possible areas of discrimination or probable violations of Federal law or executive order. Make a note of the law(s) or order you believe is relevant to each example in the space provided.

Background Information

State University is responsible for the education of 18,000 students, 6,000 of which are enrolled in professional or graduate programs of study. The student population consists of approximately eight percent Black students, two percent Hispanic students, one and one-half percent Asian students and one-half of one percent Native American students. Sixty percent of the students are male and forty percent are female. The majority of the minority students are concentrated in the fields of allied medical sciences, sociology, social work, and education.

The part-time and full-time faculty, administrators, and counselors number nearly 2,000 persons; 800 of this group are in tenured positions, 600 are on career ladders leading to tenure, and 600 are noncareer ladder part-time and full-time faculty and staff. Although nearly 20 percent of the total faculty and staff is female (400), only 16 women hold tenured positions. Six Black males in the social work and education departments are tenured, while the remaining 45 minority group faculty are nontenured. Two Hispanic males employed in the Latin American studies department have taught in the University for five years and are nontenured. The Medical School has no tenured female faculty and two Asian American males who are tenured. The Law School has one tenured Black male professor and one white female tenured professor.

The University currently received a total of $2 million in grants and contracts from the Federal government and receives funds under the Public Health Service Act.

Example 1

Ms. Terry and Mr. Greenberg have taught in the English department since September, 1973. Both have completed all course work for the doctoral degree and are in the process of completing their doctoral dissertations. Ms. Terry teaches three sections of Freshman Composition and one section of Renaissance Literature, while Mr. Greenberg teaches Medieval Literature, Shakespeare, and one section of Freshman Composition. Ms. Terry was initially hired at a salary of $9,800 and has received increases of $200 each year. Mr. Greenberg was hired at a salary of $10,000 and has been given subsequent increases of $500 each year. Ms. Terry and Mr. Greenberg received comparable performance ratings from students and colleagues.

Relevant law(s):

Example 2

State University has a placement service for students at all levels -- undergraduate students, graduating seniors and students of graduate schools. Although both men and women participate in all the divisions and the schools of State University, the placement service maintains separate job listings for men and women and for members of racial-ethnic minority groups because some of the participating employers have stated that they will not accept referrals of students of a particular sex or ethnic group.

Mr. Brown, a Black male, ten credits short of a degree in business, was not informed of summer openings in his field and was referred to several camp counseling jobs. Mr. Smith, a white classmate in the business department, obtained a summer position in an accounting firm on referral from the placement service.

Relevant law(s):

Example 3

Ms. Temple, a Black female, will receive her B.A. degree in art history from State University next June. Despite an exemplary academic record, she was not informed of scholarship opportunities for overseas study. When the selection of students receiving scholarships for overseas study was announced by the University, the group consisted of four white males and two white females, all of whom had been notified of the opportunity by the chair of the art history department.

Relevant law(s):

Example 4

State University requires all unmarried female undergraduate students to live in university residence halls on campus. The space for such students is limited, so a cut-off of applications of female unmarried students is made when the residence halls have been filled. No similar cut-off for male admissions is necessary since unmarried males may live in off-campus housing.

Relevant law(s):

Example 5

When the Black Students Alliance was formed nine years ago, the University provided the 79-student organization a meeting room in the basement of an old classroom building. The Alliance now has a membership of 543. Eight months ago, an astrological organization was formed. The Students for Psychical Astrology, which has a registered membership of 131, was provided semi-permanent headquarters in four rooms of the newly-constructed student activities complex.

All of the other student groups, composed primarily of white students, have been provided similar semi-permanent headquarters. The Black Students Alliance, composed primarily of Black students, has not yet been offered similar semi-permanent headquarters.

Relevant law(s):

Example 6

Comprehensive medical insureance is provided for faculty and students of State University. Gynecological care for female faculty and students is exempted from coverage under this insurance although no exemptions are made in the coverage of male faculty and students.

Relevant law(s):

Example 7

The competitive sports program for women at State University has traditionally been limited to participation in competitive basketball and volleyball. Although intercollegiate and intramural teams are provided for women in these sports, the program can serve only a limited number of interested female students. Further, these women's teams are not provided support equal to that provided for men's teams. Female students must provide their own uniforms and pay their own expenses during travel to games.

Recently a new fieldhouse was completed. The new facilities include a pool which will be used by the men's varsity swimming team. The University Athletic Department has made plans to provide a women's swimming team which will use the old, nonregulation size pool that has been abandoned.

Relevant law(s):

Example 8

Ms. Valdez has completed three years of teaching in the School of Education. After two and one-half years, she applied and was considered for tenure. She received notification that tenure was denied because she had recently married Mr. Cruz, who already held a tenured position within the University. It is a regular practice of faculty committees within the University to deny tenure to female faculty on grounds of nepotism, although no such denial is required by University personnel policies.

Relevant law(s):

Example 9

Some three years ago, Mr. LaBelle, a Black male, was approached about accepting the position of affirmative action officer for the University. It was suggested that if he performed well in this job, it would increase his chances of obtaining a central administrative position in the University. Mr. LaBelle accepted the offer; he has worked hard in his position as affirmative action officer and has received commendations for his performance.

During the past year Mr. LaBelle has applied for other central administrative jobs when openings were available. Each time he has been interviewed and told that his fine qualifications have been recognized, but that it is not possible to promote him to another job right now since the affirmative action position requires a minority staff person to give it credibility.

Relevant law(s):

Example 10

Dr. Como, a faculty member in the School of Allied Health Professions, has an M.D. degree and several years of teaching experience working directly with students enrolled in dental technician programs. Although she has worked as a colleague with Dr. Epstein since he joined the faculty two years after her arrival, she finds that she is being paid $4,000 less salary despite the fact that they occupy equivalent positions. It is also clear that Dr. Epstein has been encouraged to develop proposals for the funding of additional projects, while she has struggled for a year to gain approval of the School to apply for outside funding.

Relevant law(s):

IDENTIFYING DISCRIMINATION--ANALYSES OF CASE EXAMPLES

Example 1

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, Executive Order 11246, and the Equal Pay Act:

Male and female instructors carrying out equivalent job responsibilities must be paid comparably. Sex differentiation in pay (either in initial pay level and/or periodic increases) without evidence of substantial differences in the job functions or assignments is discriminatory.

Example 2

Titles VI and VII of the Civil Rights Act, Title IX of the 1972 Education Amendments, and Executive Order 11246:

Maintenance of job referral lists on the basis of race or sex is clearly in violation of Titles VI, VII, and IX. The University is also subject to Executive Order 11246 by virtue of its Federal contracts and grants.

Example 3

Title VI of the Civil Rights Act:

Practices that provide differential treatment of students on the basis of race are prohibited by Title VI. Discrimination on the basis of race in the notification of students regarding financial assistance opportunities would be prohibited.

Example 4

Title IX of the 1972 Education Amendments:

Differential housing requirements for female and male students violate Title IX requirements for nondiscrimination in the treatment of students. Use of such policies as a means of limiting the admissions of females would also be in violation of Title IX Regulation requirements for nondiscrimination in admissions to public undergraduate institutions.

Example 5

Title VI of the Civil Rights Act:

Title VI prohibitions of race discrimination apply to most activities of a recipient education institution. Differential treatment of Black students with regard to access to school facilities would be clearly discriminatory.

Example 6

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

Differential provision of medical insurance and health services for male and female students and employees is prohibited by Title IX. Differential health services and benefits for female faculty members is also in violation of Title VII of the Civil Rights Act and Executive Order 11246.

Example 7

Title IX of the 1972 Education Amendments:

The Regulation implementing Title IX requires that education institutions effectively accommodate the interests and abilities of students of both sexes in club, intramural, interscholastic, and intercollegiate athletics. In providing this opportunity, institutions must ensure that male and female athletes are not treated differentially with regard to such variables, among others, as:

* provision of equipment and supplies
* scheduling of games and practice times
* provision of travel and per diem allowances
* coaching and academic tutoring
* locker room, practice, and competitive facilities

The case example indicates that the University does not adequately meet the interests of females in its athletic programs and does not provide support for the females who do participate in athletics which is equal to that provided for male athletes. Such practices are prohibited by Title IX.

Example 8

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

Although the Title IX Regulation does not prohibit nepotism rules, they are prohibited when applied in a manner which results in a disparate impact on one sex. In this situation, the lack of policy specification would contribute to the potentially selective use of a nepotism prohibition as a practice to deny tenure to females on the basis of personal preferences or biases.

Example 9

Title VII of the Civil Rights Act and Executive Order 11246:

The assignment of an employee to a position on the basis of race would be a violation of equal opportunity principles. An applicant or employee is legally entitled to consideration for positions on the basis of his/her qualifications for those positions and without regard to his/her race.

Example 10

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, Executive Order 11246, Titles VII and VIII of the Public Health Services Act, and the Equal Pay Act:

The differential payment of male and female employees carrying out equivalent jobs is discriminatory. It is prohibited by the laws and the order listed above.

DISTINGUISHING AMONG SEX AND RACE BIASED AND NONBIASED MATERIALS

As we analyze materials we may observe the existence of different levels of bias and/or effort to overcome bias in various materials. One way of thinking about the materials is outlined below.

Biased materials -- Materials which demonstrate any form of bias on the basis of racial-ethnic group or sex.

Sex or race-fair materials -- Materials which reflect a philosophy of equal and fair treatment for females and males of all racial-ethnic groups.

Sex or race affirmative materials -- Materials which attempt to overcome the effort of past discrimination and bias by emphasizing nonstereotyped behaviors, changes in opportunities, and/or providing realistic portrayals of discrimination, bias, and stereotyping.

Listed below are several examples of materials which reflect one of these categories. Please read each of the examples provided and indicate if the example is sex or race biased, sex or race-fair, or sex or race affirmative.

Example 1

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful, and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut -- but a pioneer. (Betty Miles, The Real Me, New York: Knopf, 1974).

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 2

This collection of readings provides a collection of the biographies of 50 famous Americans. The 50 Americans selected include the biographies of 30 white Americans, 10 Black Americans, 3 Mexican-Americans, 1 Puerto-Rican American, 2 Native Americans, and 4 Asian Americans. All of the biographies are biographies of famous American men.

Race Biased _____ Race-Fair _____ Race Affirmative _____

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 3

This collection of materials is a reading series designed to assist students increase their reading skills. The number of stories with male characters outnumbers the stories with female characters by a 4:1 ratio. Females are often portrayed as interested in domestic activities and as characters who are unable to succeed. Black Americans are included in approximately 15 percent of the stories and illustrations.

Race Biased _____ Race-Fair _____ Race Affirmative _____

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 4

This collection of materials is designed to assist teachers detect racism and sexism in U. S. History Textbooks. It provides a contant analysis instrument for detecting racism and sexism and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican, and Women's History. (Stereotypes, Distortions, and Omissions in U. S. History Textbooks, New York: The Council on Interracial Books for Children, 1977.)

Race Biased _____ Race-Fair _____ Race Affirmative _____

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 5

This children's book chronicles Martin's daily activities with his father. Martin's father plays with him, cooks breakfast, does the laundry, prepares lunch, gives him a bath, and tucks him into bed. (Margrit Eichler, Martin's Father, Chapel Hill: Lollipop Power, 1971.)

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 6

This book provides a collection of writings which document the history of Black women in America. The book includes writings which discuss Slavery, The Struggle for Education, A Woman's Lot, Making a Living, Survivial Is a Form of Resistance, In Government Service and In Political Life, The Monster Prejudice, and Lifting as We Climb. (Gerda Lerner, ed., Black Women in White America, New York: Vintage Books, 1973.)

Race Biased _____ Race-Fair _____ Race Affirmative _____

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 7

Young Adam and Marina play together, but always in stereotyped roles. Marina does not like her roles as nurse, stewardess, and first lady. After a long discussion about sex bias with her parents, Marina no longer accepts these stereotyped roles. She now advocates the position that she can be a doctor, a pilot, or President. Marina makes it clear to Adam that stereotyped activities will have to stop. (Norma Klein, Girls Can Be Anything, Dutton, 1973.)

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Example 8

This material is a collection of career counseling materials. Descriptions of 60 different occupations are provided. Illustrations and case studies provided show males and females in traditional and nontraditional jobs, and effort is made to include illustrations which present males and females of various racial-ethnic groups. At no time is the generic "he" used in the materials and the labels of occupations have been modified to avoid sexist connotations.

Sex Biased _____ Sex-Fair _____ Sex Affirmative _____

Race Biased _____ Race-Fair _____ Race Affirmative _____

DISTINGUISHING AMONG SEX AND RACE BIASED AND NONBIASED MATERIALS

Example 1

Sex Affirmative

Example 2

Race-Fair and Sex Biased

Example 3

Race Biased and Sex Biased

Example 4

Race Affirmative and Sex Affirmative

Example 5

Sex Affirmative

Example 6

Race Affirmative and Sex Affirmative

Example 7

Sex Affirmative

Example 8

Sex Fair and Race-Fair

COMBATING SEXISM IN SCHOOLS: YOUR PERSPECTIVE

1. What examples of sexism* have you observed or experienced in your own school?

2. What efforts are you aware of to reduce sexism in your school?

3. What strategies/actions/resources do you think are or would be most helpful in reducing sexism in your school?

4. What do you think is the most difficult problem in reducing sexism in your school?

*Remember that sexism can affect males as well as females, and it can affect persons of different racial-ethnic groups in different ways.

ACTIVITIES

RECOGNIZING THE SEX-ROLE SOCIALIZATION PROCESS

PURPOSE: To develop in students an awareness of the sex-role socialization that occurs in their lives.

MATERIALS: One piece of blank paper per student
Film: "When I Grow Up"

PROCEDURE:

1. (15-20 minutes) Have students divide a sheet of of paper into four equal parts. In the top left corner, have them draw a picture of a secretary. Reassure the class that it is not the quality of the drawing that concerns you. Instead, have them focus on the secretary at a typewriter doing a specific task; be sure not to use the pronouns "he" or "she" while explaining this activity! In the top right corner, ask students to draw a picture of an electrician; in the bottom right corner, a nurse; and in the last corner, a bank president.

2. On the blackboard, make four columns. Write the name of one occupation (secretary, electrician, nurse, bank president) at the top of each column.

3. Next, ask students to raise their hands if they drew a "female" secretary, if they drew a "male" secretary and so on. Continue the tally for the three remaining pictures.

4. Ask students to think about the following questions: "Why do the majority of us assume that certain jobs are just for males or just for females?" and "What experiences happen to us as we grow up that would encourage us to perceive occupations this way?"

5. (25 minutes) View the film -- "When I Grow Up."

6. (10-15 minutes) After viewing the film, again ask students to answer the previous questions. Have them brainstorm a list of these experiences in small groups or as an entire class. Be sure to list the responses on a large tally sheet.

7. Consider keeping this tally, as well as the drawing tally, on a bulletin board. Have students add to the "experience" list as more ideas occur to them.

ADDITIONAL SUGGESTIONS: Ask family members or friends to make the drawings. Then tally these results. Develop an awareness in students of how their family's (or friends') perceptions and expectations influence their lives.

*This activity is from the kit Expanding Career Horizons, produced by the Illinois State Department of Vocational Education. The film can be secured through the Illinois State Department or purchased from Motorola, Inc.

MALE OR FEMALE - LET'S LOOK AT THE ROLE

PURPOSE: To increase awareness of the advantages and disadvantages of sex stereotyping for both sexes.

To explore and clarify, with participants of the same sex, perceptions and feelings about the stereotyped roles of the opposite sex.

To verbally share in the presence of the opposite sex what it is like to be a man or a woman.

MATERIALS: Paper (newsprint and markers preferred)
Film: "Miss, Mrs., Ms. - What Does It All Mean?"
Room with movable chairs

PROCEDURE:

1. (45-60 minutes) Separate class into groups of 6-10 members. Be sure that the groups contain only males or only females. Ask the groups to respond to the following questions: "What are the advantages of being a female?" (If the group is composed of only males.) "What are the advantages of being a male?" (If the group is composed of only females.) "What are the disadvantages of being a male?" (for the male groups) "What are the disadvantages of being a female?" (for the female groups)

   As this is a brainstorming session, encourage quantity as opposed to quality. Go over rules for brainstorming if necessary. Use newsprint to write down responses in each group.

2. After the groups have completed their lists, let each group share their results. Keep an overall tally sheet for all to see.

3. After the sharing, ask students to respond to the comments. Are the comments true? Accurate? Is something missing? Do any items surprise them? How do they feel towards other members of their class (in particular, to the opposite sex)?

4. (15 minutes) View film, "Miss, Mrs., Ms. - What Does It All Mean?"

5. Ask for general reactions, comments, or "I learned" statements after viewing the film.

ADDITIONAL SUGGESTIONS: Have students investigate the origin of other sex-role myths. Share their responses with the class and discuss whether such beliefs are still useful in today's world.

SEX-ROLE RESOCIALIZATION

PURPOSE: To sensitize students to the fact that they perceive sex-role stereotypes in males and females.

MATERIALS: Paper and pencils or pens
Blackboard or large sheets of newsprint
Markers

PROCEDURE:

1. Instruct students to write at least one paragraph about a person whom they would invent and who would possess all of the characteristics that they find appealing in a member of the opposite sex.

2. After the students have finished writing, ask them as a group first to brainstorm a list of appealing characteristics. When these are written on the board, then ask them to compile lists of characteristics which are considered male and female.

3. Referring to the list of male and female characteristics on the board, ask students to compare that list with their own lists of characteristics.

EVALUATION: As they evaluate, help them to see that they do, in fact, value both male and female traits in the opposite sex.

ADDITIONAL SUGGESTIONS: Follow up with either the film "Free to Be You and Me" or the film "When I Grow Up." Both can be secured through the University of Arizona Audio Visual Bureau.

HOW SOCIALIZATION TAKES PLACE

PURPOSE: To develop an awareness of the sex-role socialization process.

MATERIALS: Worksheet on socialization: "It's a Boy, It's a Girl!"
Dry beans, corn, squash seeds
Containers for planting seeds

PROCEDURE:

1. Introduce students to the concept of sex-role socialization. Do a mini-lecture or use an available media presentation.
2. Ask students to fill out the chart, "It's a Boy, It's a Girl!"
3. Have students share contents of chart with each other in a class discussion or in a game-playing situation.
4. Have students select dry beans, corn, or squash seeds to plant, asking them to note how quickly/slowly each plant takes to come up/to be born.
5. Ask students to think of their plants as either their boy or their girl, to decorate containers in a typically feminine or masculine fashion.
6. When plants come up, have students describe the plants as they grow ("He is tall like his father," or "Look how pretty her leaves are.")
7. Ask students to comment on their plants in terms of happenings (first flowering, first replanting, great growth spurt).
8. Record student responses.
9. Hold a summary discussion in which students can outline how socialization takes place.

ADDITIONAL SUGGESTIONS: Adapt "It's a Boy, It's a Girl" chart to include only four stages (early childhood, middle childhood, early adolescence, youth).

Change the "It's a Boy, It's a Girl" chart to include only the stages through "Late Adolescence" and to reflect a subject area emphasis. In other words, "What were, are, or will be the positive aspects of being your sex at this time in terms of Math, Science, English, Home Economics?" Have the students analyze their responses and determine whether they are allowing themselves to be limited by stereotypes.

IT'S A _____!
Boy/Girl

Ever since you were born, many of your experiences have been affected by what sex you are. This form is designed to help you think about some of the implications that being female or male has had at various stages of your life. As you look at the stages listed on the left side of the paper, think back to those stages you have already passed through, think about yourself now, and then imagine yourself at various ages yet to come. Think about the positive and negative aspects for you of being your sex at various times, and jot down as many as seem relevant for you. Clearly the developmental stages we have identified are arbitrary. If other cutting points are more meaningful for you, feel free to make some changes.

Developmental Stages	What were, are, or will be the positive aspects of being your sex at this time? (+'s)	What were, are, or will be the negative aspects of being your sex at this time? (-'s)
0-5 (Early Childhood)		
6-10 (Middle Childhood)		
11-14 (Early Adolescence)		
15-18 (Late Adolescence)		
19-22 (Youth)		
23-35 (Early Adulthood)		
36-55 (Middle Age)		
56-70 (Young Old Age)		
Over 70 (Old Age		

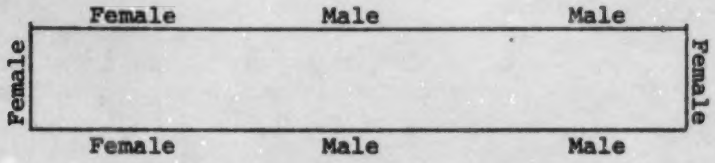
Developed for NVGA 1977 Conference on: "Resocialization of Sex Roles: Challenge for the 70's".

ACTIVITY 5 RESOCIALIZATION

NONVERBAL PUZZLE

PURPOSE: To allow students to examine male and female behavior in a nonverbal setting.

MATERIALS: 8 sets of mismatched squares
Chairs and tables that will seat 8 in the following manner:



PROCEDURE:

1. Give all students a set of four puzzle pieces and instruct them to make a square (an impossibility at this point).

2. Tell students that if they cannot make a square, then they are to trade pieces with other students at their table until they can make a square. Let the students know that they may not speak to each other, but that they must find a means of communicating - without speaking or writing - to get the necessary puzzle pieces.

3. Explain that the extra student at each table is the designated observer/scribe, who will take notes on the behavior exhibited during the activity.

4. Following the activity, ask the observers/scribes to report on the interaction demonstrated by the students.

5. Discuss whether the students behaved during the activity in terms of sex roles.

6. Draw general conclusions from the activity.

EVALUATION: Observe student participation and interaction.

ADDITIONAL SUGGESTIONS: Use the activity in a non-threatening atmosphere as a springboard for examining stereotypes.

ROLEPLAYING THE SOCIALIZATION PROCESS

PURPOSE: To make students aware of the career problems faced by individuals in non-traditional areas.

MATERIALS: Props (desk, typewriter, chairs, etc.)

PROCEDURE:

1. Introduce students to the concept of sex-role socialization.

2. Ask them to participate in a roleplaying situation which will examine the socialization problem in a work setting.

3. Select volunteers and brief them on the roleplaying situations.

   SITUATION A: In a law office, the female lawyer and her male secretary are discussing his performance. The secretary is attempting to get a raise. (5 minutes)

   SITUATION B: A female student is discussing her goals of becoming an industrial arts (shop) major with a) her parents, b) her boyfriend, and c) her counselor. (15 minutes)

EVALUATION: Following the roleplaying, ask all students to jot down their reactions to both situations.

ADDITIONAL SUGGESTIONS: Discuss the day's activity in terms of their written comments, encouraging them to examine these comments for traces of sex-role socialization.

EVALUATE? -- ON WHAT BASIS?

PURPOSE: To examine and determine the criteria for evaluating sexism in textbooks and instructional materials.

MATERIALS: Chalkboard and chalk or newsprint and markers
Available texts and instructional materials
*Copies of the handout "Criteria for Evaluating Materials"

PROCEDURE:

1. Introduce the idea of evaluating materials for sex-role stereotyping by asking students to examine with you as a total group one of their texts. Discuss their findings as you examine the text.

2. Indicate that, because it is important to analyze all materials for this or any other particular bias, you are going to ask them to analyze in small groups a sampling of your classroom instructional materials.

3. Separate the class into the following subgroups:
   Group 1 -- Filmstrip
   Group 2 -- Text
   Group 3 -- Workbook
   Group 4 -- Other Resources
   (You may need additional groups to sample your resources.)

4. Using the attached "Criteria" sheet, ask the groups to analyze their assigned materials. They may record their responses in chart or list form on the chalkboard or on the newsprint.

5. When the groups have completed their analyses, ask each group to share its findings with the class as a whole.

EVALUATION: Have the students first comment on the criteria noted on the "Criteria" sheet; then determine whether additional criteria are needed. If additional criteria are needed, ask them to outline the specific points.

*"Criteria" sheet from Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540.

CRITERIA FOR EVALUATING MATERIALS

1. Does the author make generalizations about "man"? Does "man" mean "human" or "male"? If it means "human", are the activities, characteristics, etc., described common to both sexes? If it means "male", is equal coverage given to "women"? The words "man" and "mankind" should be replaced by "human", "humankind" and "people", since "man" is ambiguous, and, worse, it makes many women feel excluded and dehumanized.

2. Are men and women portrayed in roles other than traditional ones? Are men pictured doing housework or feeding children? Are there female doctors, carpenters, etc? Are the girls and women pictured doing active things, or do they just sit and watch? How are animals personified? Does Mama Bear always serve the porridge?

3. Does the material show awareness of a variety of people and life styles? Are people of several physical types portrayed, or are the women all pretty and the children all healthy and rosy-cheeked? Are family and nonfamilial structures other than Dad-Mom-Junior-Honey-Baby-and-Dog depicted? (E.g., single people, single-parent families, communal groups, extended families, couples with no children.)

4. Count the pictures of females, female characters, stories about females, and references to females. Are they half of the total? Are the women independently significant or are they appendages to male characters? Do they have names, or are they known as Mother or _____'s wife?

5. Do men and women share in activities? (E.g., working together in the laboratory.) Do the males appreciate the company of the females, or do they denigrate their interests and activities as "girl stuff?"

6. How much emphasis is given to traditionally female values like compassion, consideration, tenderness, as opposed to traditionally male values like competition, daring, toughness? Are these values offered as ideals for both sexes?

7. History Materials:

   How much coverage is the suffrage movement given? Is women's suffrage presented as an idea whose time came or as something women fought long and hard for? Is it put into context with other reform movements? (E.g., Is its relation to the abolition and temperance movements noted?) Are issues other than the vote discussed? (E.g., property rights, education, division of labor.)

How much information is provided about women's social and legal status? Is it accurate? Does the coverage imply that women have "come a long way, baby," or does it note that the human revolution is unfinished?

How many women are mentioned? Check the index against the index in Eleanor Flexner, Century of Struggle (Atheneum, 1968, $3.45).

How much coverage is given to domestic developments, changes in family structure, developments in birth control, childrearing, social welfare, education - things that might be considered women's fields?

How well integrated into the text are the comments on women? Are they bunched into special women's pages or women's paragraphs that can be easily omitted from the reading assignment?

RECOGNIZING BIAS IN TEXTBOOKS/INSTRUCTIONAL MATERIALS

PURPOSE: To recognize sexism in instructional materials.

MATERIALS: *The attached materials:
"Summary of the Forms of Bias in Instructional Materials"
"Identifying Sex Bias in Instructional Materials" - Activity and Answer Sheet

PROCEDURE:

1. Introduce the topic of sex bias in instructional materials by showing students examples of such bias in their own texts.
2. Distribute the handout, "Summary of the Forms of Bias in Instructional Materials" and ask students to read it.
3. Discuss with them the broad categories of bias as described in the handout.
4. Have them complete the "Identifying Sex Bias in Instructional Materials" activity.
5. Review the answers to the activity, eliciting both information and reactions from the students.

EVALUATION: Ask the students, then, to select a class resource and analyze it for sex bias. (This activity can be done individually or in small groups.)

*The summary and activity taken from Combating Sexism in Your School Workshop Materials. Prepared for the Institute on Equality in Education, University of Arizona, Tucson, Arizona, by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. 20036.

SUMMARY OF THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

1. Exclusion/Invisibility:

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustrations.

Research suggests, for example, that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed rendered Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans, Asian Americans, and Native Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status or position. Many studies indicate that women, who constitute over 51% of the U.S. population, represent approximately 30% of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through exclusion or invisibility.

2. Stereotyping:

When they are included in textbooks, racial ethnic minority group members and both males and females are often portrayed with regard to only one particular attribute characteristic or role. Some of the stereotypes most frequently seen in textbooks include:

- the portrayal of Asian Americans only as laundry men or cooks;
- the portrayal of Mexican Americans only as peons or migrant workers;
- the portrayal of Native Americans as either "bloodthirsty savages" or "noble sons of the earth";
- the portrayal of women primarily as mothers (and only occasionally as nurses, secretaries or teachers) and as passive, dependent persons defined solely in terms of their home and family roles.
- the portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles.

In textbooks published before the 1960's, the stereotyping of Black Americans as "Uncle Remus" or "plantation mammy" characters was frequently documented.

Stereotyping may occur in reference to any of a number of variables: physical appearance; intellectual attributes; personality characteristics; career roles; domestic roles; and social placement (with regard to access to roles of personal, social or institutional power or dominance).

3. Imbalance/Selectivity:

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, instructional materials may distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

Examples of these distortions include:

- the origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently omitted.

- the history of Native American/Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Native lands.

- references to Chinese immigrants emphasize them as "cheap labor" which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans, without any mention of the contributions of the Chinese and the many forms of discrimination and harassment they experienced.

- textbooks refer to the fact that "women were given the vote" but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality:

Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant or which do not conform with the stated value system of the white majority culture. Instructional materials often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism, and intergroup conflict. Controversial topics are glossed over. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer, the problems that plague society.

Examples of unreality may be found in materials including discussions of the improvement of the opportunities for minority groups without indicating the problems which are still faced by large numbers of minority group persons or the portrayal of women only in home roles despite the fact that a majority of adult women work outside the home.

5. Fragmentation/Isolation:

Bias through fragmentation and isolation takes two primary forms. First, content regarding minority groups and women may be physically or visually

fragmented and isolated and delivered only in separate chapters (e.g., "Black Americans and the Winning of the West," "Bootleggers, Suffragettes and Other Diversions") or even in boxes to the side of the page (e.g., "Ten Distinguished Black Americans." "Ten Women Achievers in Science.") Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture.

Fragmentation and isolation imply that the history, experiences, and situations of minority and female persons are somehow entirely unrelated to those of the dominant culture or cultures (usually white, Anglo-Saxon, Protestant and male). They ignore the dynamic relationship of these groups to the development of our current society, and imply the continuous progress of the dominant culture without any reliance upon the contributions and influence of racial-ethnic minorities and women.

6. Linguistic Bias:

Language is a powerful conveyer of bias in instructional materials. Use of the generic "he" is an obvious source of bias, but there are also many more subtle forms of linguistic bias. For example:

- Native Americans are frequently referred to as "roaming, wandering or roving across the land." These terms might be used to apply to buffalo or wolves; they suggest a merely physical relationship to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal-directed white Americans who "traveled" or "settled" their way westward.

- Immigrant groups are often referred to as "hordes" or "swarms." These terms serve to dehumanize and to reduce the diversity and variation within any group of people.

- Such words as "forefathers," "brotherhood," and "manmade" serve to deny the contributions and existence of the 51% of the U.S. population which is female.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS*

Listed below you will find a number of excerpts taken from textbooks and instructional materials. Please read each example and determine if sex bias is present and if so, identify the form of sex bias which is present. Then, see if you can revise the statement in such a way as to eliminate or correct the bias in the statement. If no sex bias is present, simply indicate "none".

Example 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70)

Is sex bias present?_____

What form(s) of sex bias?_____

Suggested revision:

Example 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present?_____

What form(s) of sex bias?_____

Suggested revision:

*Developed by Myra Sadker and David Sadker for the CCSSO Title IX Equity Workshops Project, 1977.

Example 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Is sex bias present?_____

What form(s) of sex bias? _____

Suggested revision:

Example 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly has its problems."

Is sex bias present?_____

What form(s) of sex bias?_____

Suggested revision:

Example 5

"The last chapter of a social studies textbook is devoted to American Life during the 1770's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crises."

Is sex bias present?_____

What form(s) of sex bias?_____

Suggested revision:

Example 6

"An elementary textbook uses the following terms: mankind, co-ed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? _____

What form(s) of sex bias?_____

Suggested revision:

Example 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population, Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted below:"

"Women in our society are already demanding new roles. By 2000, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? _____

What form(s) of sex bias?_____

Suggested revision:

Example 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness....Helen fell and Sam helped her get up." (from Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, editors, Book E, 1970, page 15).

Is this passage sexist?_____

What form(s) of sex bias?_____

Suggested revision:

Example 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capital."

"Mr. Hilgard took his wife to the west coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist?_____

What form(s) of sex bias?_____

Suggested revision:

Example 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (from Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist?_____

What form(s) of sex bias?_____

Suggested revision:

The following answers indicate the form of bias found in the case studies, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternative revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revision: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Form: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revision: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g. "pioneering farmers," "frontier settlers," "pioneering men and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex-role stereotype.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and Suggested Revision: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both men and women. As this chapter is now organized, it suggests that the role or women is outside the mainstream of American life.

Case 6

Is this usage bias? Yes

Form: Sexist language

Comment and Suggested Revision: Mankind to human, humanity, people, women and men; co-ed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is this passage sexist? Yes

Form: Unreality/Isolation

Comment and Suggested Revision: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle, and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in the other sections of the chapter, and including photographs of women as well as men.

Case 8

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions might include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Are these sentences sexist? Yes

Form: Sexist language

Comment and Suggested Revision: Abigail Adams influenced the social life of the capital to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capital's social life.

Mr. Hilgard took his wife to the west coast to locate a new house to The Hilgards went to the west coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: Some might believe that because the girls' team won, the passage is nonsexist. But the undertone is critical here. The disbelief that is expressed by the boys suggests that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

ANALYZING MATERIALS FOR SEX-ROLE STEREOTYPING

PURPOSE: To acquaint students with their texts and with a method of analyzing textual materials for sex-role stereotyping.

PROCEDURE:

1. Ask students to go through their books and examine the illustrations. Have them note the pages on which pictures appear that they responded to positively or that they could identify with. Have them record their initial responses and their reasons for responding in this way. Ask them to keep track of negative responses, too.

2. Discuss the illustrations. On the board, keep track of the students' findings. Check for areas of agreement and disagreement. Ask if there is a sufficient number of positive illustrations to entice them to read. Include the following questions: Was there any sex-role stereotyping apparent? What were the people in the pictures doing? Were the pictures of men or women? What type of person does the picture relate to? How could the pictures be altered to attract more readers?

EVALUATION: Ask students to alter a picture in the text to suit more readers, either by re-drawing it or by cutting out and substituting magazine pictures. In the process, have them ask themselves the following:

Would you change the people, their ages, their sex, their race, their actions, their conversation, their occupations?

SOMEONE'S MISSING (7-8)

PURPOSE: To show students that girls/women are often left out of stories involving action and/or adventure.

MATERIALS: State-adopted reading text for the particular grade level.

PROCEDURE:

1. Ask students to read a short story.
2. Give the following oral instructions: "There is something 'wrong' with the short story you have just read. An important character is missing. It is up to you to discover who it is."
3. Upon completion of the story, have students write down WHO is missing.
4. Have students read their answers orally. Do not reinforce correct answers (that there are no girls/women in the story at all) until about half the class has answered.
5. Ask students, then, to examine their reading text for other such omissions.
6. Ask them to determine in what kinds of stories in their text they do find girls.

EVALUATION: Summarize the activity by asking them what their findings mean and how sex-role stereotyping can inflict harm.

ADDITIONAL SUGGESTIONS: Ask students to complete the attached "checklist" which may be adapted for use with any text.

READING TEXT CHECKLIST

Go through each story, answer each statement, and put numbers in the Male or Female column:

	MALE	FEMALE
1. Number of chapters/sections where individuals are mentioned:		
2. Number of illustrations of:		
3. Number of times individuals are shown/ described:		
a. using initiative		
b. being independent		
c. solving problems		
d. earning money		
e. receiving recognition		
f. being inventive		
g. observing		
h. being passive		
i. leading		
j. being fearful		
k. being helpless		
l. receiving help		
m. assisting		
4. Number of times adults are shown/ described:		
a. in different occupations		
b. with children		
c. teaching skills		
d. commanding and directing others		
e. helping/nurturing others		
f. biographically		

Adapted from Women on Words and Images.

THE SHORT STORY: ANALYSIS FOR STEREOTYPING (9-12)

PURPOSE: To help students become aware of material which is sex-role stereotyped.

MATERIALS: A short story which has stereotyped roles and language.

PROCEDURE:

1. Prior to the short story analysis, introduce students to the concept of sex stereotyping.
2. Have class brainstorm some specific examples of stereotyping.
3. At this time, consider acquainting students with words, particularly adjectives, adverbs, and pronouns, which are considered stereotypical.
4. After their individual reading of the story, ask the students to select a partner of the opposite sex. Have the pairs develop a chart listing both the stereotypes and the words which cue those stereotypes.
5. Discuss with the class as a whole the stereotypes which they found.
6. Draw some conclusions based on their findings.

EVALUATION: Assign the pairs one or more of the following as a writing assignment:

Changing biased words in the story to non-biased words.

Rewriting a section of the story which the total group would then put together as the revised story.

Editing the story in terms of a particular writing skill which has been covered in class.

ADDITIONAL SUGGESTIONS: Adapt for use with any textual material. Note sample chart which follows:

STEREOTYPED IMAGES IN LITERATURE

Stereotyped Behavior	Cue Word or Phase
1.	1.
2.	2.
3.	3.

TEXTBOOK ANALYSIS CHART

Goal: As a test for stereotype imbalance, assign positive or negative points for male and female contributions within a text. Give 1 point per element (example: 6 males characters = x x x x x x = 6).

TEXT TO BE ANALYZED _____

Female Elements		CATEGORIES	Male Elements	
Admirable +	Negative -		Admirable +	Negative -
		Author	+ (author's sex) 1.	
1. + (female of respectable role, non-stereotyped)		Major Character		
		Minor Character	+ (minor respectable male role depicted, non-stereotyped) 2.	
2. + (female respectable illustration)		Illustrations		- (an illustration of a male in a non-respectable situation)
	- (open topic)	Other		
Female +	-		Male +	-
2+	1-	TOTALS	2+	1-
		Equality of Balance		

TEXTBOOK ANALYSIS CHAR

SOURCE (TEXTBOOKS)	TYPES OF DISCRIMINATION

You can use the same form and substitute "MOVIE", "TV PROGRAM", "

ANALYSIS CHART

ATION	WAYS TO OFFSET: INTERVENTION TECHNIQUES

V PROGRAM", "JOURNAL", "COMIC BOOK", for TEXTBOOK --

DISTINGUISHING AMONG SEX AND RACE BIASED AND NONBIASED MATERIALS

PURPOSE: To discern the differences among sex and race biased and nonbiased materials.

MATERIALS: *"Distinguishing Among Sex and Race Biased and Nonbiased Materials" - Activity and Answer Sheet (included in the introductory section, pp. 12-23)

PROCEDURE:

1. Introduce the topic of biased and nonbiased instructional materials by showing students examples of both in their own texts.
2. Delineate, then, the types of bias which are prevalent -- race bias and sex bias.
3. Ask them to form their own working definitions for both types of bias.
4. Divide the class into groups of four or five.
5. Distribute the handout, "Distinguishing Among Sex and Race Biased and Nonbiased Materials," and ask each group to complete the activity.
6. When the groups have finished the activity, review with them the answers to the activity. Encourage each group to defend and explain its position on each example.

EVALUATION: Ask the students, then to select class resources and analyze them for race and sex bias. (They can apply their newly acquired information individually or in small groups.)

ADDITIONAL SUGGESTIONS: Have students apply their sex/race analysis information to materials in other classrooms and to those at home.

Have students develop their own race/sex bias analysis forms.

Have the class submit an article summarizing their findings to the school newspaper.

*The summary and activity taken from Combating Sexism in Your School Workshop Materials. Prepared for the Institute on Equality in Education, University of Arizona, Tucson, Arizona, by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. 20036.

ACTIVITY 13 CURRICULUM

THE BIRDS AND THE BEES

PURPOSE: To make students aware of role functions in the child-rearing process and to make them familiar with stereotyping among humans.

MATERIALS: Bird study texts
Sheets of paper with shaded spectrum across it (top to bottom)

PROCEDURE:

1. Have students read the chapter concerning mating and rearing of the young.
2. Briefly lecture (15 min.) on the role functions of bird species while producing and rearing their young.
3. Have students arrange these functions along the spectrum sheet. Have them include also the names of the species, ranging from the broad-billed hummingbird on the left (male participates in copulation only; has no further involvement at the nest or with the young) to Wilson's Phalarope on right (female copulates and lays eaggs, but male does all the other jobs) with all the gradations between.
4. Ask students to get together in groups of six to list the advantages and disadvantages to the species of the various behavior patterns noted.
5. In a short lecture, explain that Homo sapiens, having risen above environmental controls, need not be restrained to a patterned behavior dictated by gross survival demands.
6. Ask students to return to their groups and decide where the humans they know would fit into this chart. Have them then decide where the ideal spot on the spectrum would be for humans, and list the advantages and disadvantages of this behavior pattern.

EVALUATION: Observe participation in groups.
Check spectrum sheets.
Check lists of advantages and disadvantages.
Following further investigation of local bird species, test students, including some essay questions concerned with the human situation as compared to that of birds.

ADDITIONAL SUGGESTIONS: Assign library work so that students can become familiar with various human cultures; then have students add this additional cultural information to their spectrum charts.

BREAKING SEX-ROLE STEREOTYPES IN EVERYDAY LANGUAGE

PURPOSE: To examine familiar words for any changes in definition or connotation in the last 10 years.

MATERIALS: Oxford English Dictionary for oldest definitions available
Current dictionary for exact modern definitions
Vocabulary list including the following words:

Woman	Girl	Career
Man	Female	Job
Human	Male	Life Duties
Mankind	Brother	Education
People	Sister	Female Occupations
Boy	Mother	Male Occupations
Manager	Father	

PROCEDURE:

1. Introduce the class to the concept of sex-role stereotyping.
2. Organize class into small groups.
3. Assign all groups the task of carefully examining each word on the list for any sign of stereotyping. Have a recorder jot down the conclusions based on group concensus.
4. Ask each group to research the origin of the words listed.
5. In the whole group, then, discuss meaning changes throughout the years, particularly in terms of sex-role stereotyping.
6. Predict the future of words. Will their meaning remain the same, change, or disappear entirely?

EVALUATION: Examine group research on word origin.

ADDITIONAL SUGGESTIONS: List common slang terms for females and males. Decide whether these terms carry a positive or negative connotation.

RACE-ROLE CONFUSION

PURPOSE: To develop an understanding of interpersonal skills within the class group.

MATERIALS: Black, light tan, and white hood-type masks
Nylon stockings or painted paperbags can be used

PROCEDURE:

1. Introduce the activity by discussing with the entire class situations that have occurred in the classroom or around the school as a result of racial differences.
2. In groups of 5-7, have students relate embarassing moments they experienced because of feeling the results of prejudice.
3. Then in triads, have the students roleplay some of the situations, while wearing masks to indicate the racial background for each role. NOTE: A minority person wears a mask of the majority in a particular situation; a majority members assumes the minority role and wears an appropriate mask.
4. Finally, in small groups or with the entire class, have students discuss the feelings they experienced during the roleplaying.
5. At this time, class situations could be compared either with actual on-the-job situations or with specific cultural differences.

EVALUATION: Analyze individual growth through group involvement and/or written comment.

ADDITIONAL SUGGESTIONS: Most effective when used with a racially mixed group or following situations in which prejudice is displayed or felt.

BIAS IN SHORT STORIES

PURPOSE: To make students aware of sex stereotypes in short stories.

MATERIALS: "After You, My Dear Alphonse," short story by Shirley Jackson appearing in Voices in Language, Literature and Composition, Ginn & Co., p. 227.
Any other or appropriate short story.

PROCEDURE:

1. Have students discuss stereotypes in general, using examples from their personal experiences.
2. Steer the discussion to stereotypes, bias, and role limitation determined by the sex of an individual.
3. Ask the class to silently read "After You, My Dear Alphonse" and then list individually the stereotypes and biases they discover.
4. Then divide the class into groups of four and have each group rewrite the story, keeping the same characters and plot, but eliminating the stereotypes and biases.
5. Type each group's revised story and ditto a copy for each member of the class.
6. Ask the students to individually read each corrected story and determine whether the authors have been successful in eliminating bias and stereotyping.
7. Have the students return to their original groups and pool their reactions.
8. Then discuss the various adaptations with the entire class, with each group responding to questions, omissions or further changes suggested by the other groups.

EVALUATION: Compare group adaptations with the original story.

IS "WONDER WOMAN" A SEX-ROLE STEREOTYPE?

PURPOSE: To develop an awareness in students of the sex-role stereotypes found in current popular reading materials.

MATERIALS: Materials Questionnaire (see attached sample)
Magazines, newspapers, comic books, paperback novels

PROCEDURE:

1. Have students bring to class samples of magazines, newspapers, paperback novels, comic books, etc. that are found in their homes.

2. Either as an individual or small group project, have students use the Materials Questionnaire to determine the sex-role bias and/or stereotyping that is present in their reading materials. Have them spend several class sessions completing the project.

3. Ask students -- on the basis of their Questionnaire findings -- to discuss the stereotypes present in popular reading materials.

4. Then have them, individually or in groups, adapt their materials to eliminate the stereotypes.

EVALUATION: Check Materials Questionnaires
Examine material adaptations

ADDITIONAL SUGGESTIONS: Publish student findings in the school newspaper.
Display compilation of student findings on a bulletin board.
Update findings as students examine more materials.

MATERIALS QUESTIONNAIRE

Directions: Using your reading materials from home, evaluate them in regards to the following criteria. Check the appropriate response.

Title of Reading Material: _____

Type of Material (Comic book, magazine, etc.) _____

	YES	NO
1. Are women and men from diverse cultural and ethnic backgrounds portrayed in a wide range of roles, including non-traditional ones? (Are women presented as doctors, scientists, leaders, business executives? Are men presented as home-makers, secretaries, nurses, etc?)		
2. How well integrated into the reading materials are the comments on women? Are the comments bunched into a separate women's page or chapter? Are women of different racial, religious and ethnic groups present?		
3. Does the author make generalizations about "man"? Does "man" mean "human" or "male"? If it means "human" are the activities characteristics, etc. described or pictured common to both sexes? If it means "male," is equal coverage given to "woman"?		
4. Count the pictures of people in each of your reading materials. Are females half of the total? Do women, men, girls and boys represent diverse racial, religious, ethnic, and class backgrounds? In pictures which illustrate both females and males, are females independently seen, or are they appendages to male characters?		
5. Does content focus as often on females as on males? Does the material portray females and males of diverse racial, religious and ethnic groups, with their similarities and differences in such a way as to build positive images?		
6. Does the story line show subtle bias? For example, do males (especially white males) have the power and make decisions? Do females of minority groups function in subservient positions?		

	YES	NO
7. Are traditional male values (assertiveness, risk-taking, and strength) and traditional female values (compassion, consideration, tenderness) offered as ideals for <u>both</u> sexes?		
8. Are the achievements of girls and women based on their own initiative and intellignece or is their success due to their good looks or to their relationships with males? Would the story line be essentially the same if the sex or ethnic group of the characters were reversed? If not, is there stereotyping that suggests a negative image of females? Males? People of particular ethnic groups?		
9. Are at least half of the authors of these reading materials or the reporting staff made up of females? Ethnic minorities?		
10. Are examples of women and men used equally to illustrate theories and ideas? In examples of illustrations, are females shown in passive behavior and males in more active situations as heroes, authors, researchers, doers? Do women have names or are they known as "mother", "wife"?		

NOTE: This questionnaire was adapted from the "Materials Questionnaire"--
Project Awareness, Feminists Northwest, Seattle, Washington.

81

SEXISM IN THE CLASSROOM

PURPOSE: To recognize sex bias in the classroom.

MATERIALS: *The attached materials:
"Summary of the Forms of Sex Bias in the Classroom"
"Identifying Sex Bias in the Classroom" -- Activity and Answer sheet

PROCEDURE:

1. Introduce the topic of sexism by pinpointing examples of sex bias which have occurred in the classroom.
2. Distribute the handout, "Summary of the Forms of Sex Bias in the Classroom" and ask students to read it.
3. Discuss with them the broad categories of bias described in the handout.
4. Have them complete the "Identifying Sex Bias in the Classroom" activity.
5. Review the answers to the activity, eliciting both information and reactions from the students.

EVALUATION: During a given time period, ask students to look for instances of sex bias occurring throughout the school. Have them report on these instances and identify them by form of bias.

ADDITIONAL SUGGESTIONS: Ask students to be aware of instances of sex bias occurring in their homes or in places where they work.

*The summary and activity taken from Combating Sexism in Your School Workshop Materials. Prepared for the Institute on Equality in Education, University of Arizona, Tucson, Arizona, by the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C. 20036.

SUMMARY OF THE FORMS OF SEX BIAS IN THE CLASSROOM

1. Invisibility

Girls form a quiet background to the active role of boys in the classroom. Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them, far more often than girls. Girls have become the silent majority, almost invisible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping

Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and considerate behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" sex role behavior; and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation

By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups, and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as divisive influence and distracts from the goal of sexual equality. When represented in the physical environment of the classroom, on bulletin boards, and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, biased language.

5. Imbalance/Selectivity

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality

In spite of the many sources of sex bias in classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unreality of sex bias in the classroom, educators should be made aware of the sources and impact of biased interactions. Activities provided for students should prepare them for the reality of their future lives.

IDENTIFYING SEX BIAS IN THE CLASSROOM

After reviewing the "Summary of the Forms of Bias in Instructional Procedures" you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in a case study, just write down "no" and go on to the next case. If you do detect bias, write down the form of bias, and indicate how the bias might be corrected.

1. Teacher comments made during a 10th grade history class:

   "Excellent work, Jim. You've really got a good grasp of the causes of the Civil War."

   "Pete and Al, cut out the horsing around, and get going on your reading assignment."

   "Wanda, I want you to know how pleased I am with the way you're behaving today."

   "That does it, Pete. It's detention for you."

   "Alex, the paper you handed in last week was excellent. You should be very proud."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

2. "I want all the boys up front, where I can see them. This class is not for goofing off. We are going to work!"

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

3. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could this bias be corrected?

4. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

5. "The school standards on decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

6. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up after class. 'Take it easy, Sally. I know you're upset, but things will work out, and Bob, pull yourself together. You shouldn't be coming apart like this.'"

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

7. "The results on the standardized mathematics achievement were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could this bias be corrected?

8. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthau will tell about his job as a small independent businessman."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

9. "Physics is not any easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

   Is there sex bias in this situation? _____

   If so, what form? _____

   How could the bias be corrected?

10. It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

    Is there sex bias in this situation? _____

    If so, what form? _____

    How could the bias be corrected?

IDENTIFYING SEX BIAS IN THE CLASSROOM

The following are suggested responses for the workshop entitled, "Identifying Sex Bias in the Classroom." In some cases, other forms of bias may also apply.

1. Invisibility--The teacher could eliminate bias by increasing interaction with female students and praising them for academic performance as well as good behavior.

2. Fragmentation--Another possible answer is stereotyping. The bias could be removed by eliminating sex segregated grouping.

3. Linguistic bias--Bias could be eliminated by referring to cave "people," "people's" discovery of fire and "their" development of primitive tools.

4. Stereotyping and isolation--Bias can be elminated by indicating that no student may go near the drill press until operational procedures have been demonstrated.

5. No bias.

6. Stereotyping--Bias can be eliminated by recognizing expression of emotion for both Sally and Bob.

7. Stereotyping and linguistic bias--Bias could be eliminated by omitting the reference to "women mathematicians."

8. Imbalance and stereotyping--Bias could be eliminated by providing a balance of female and male speakers.

9. No bias.

10. No bias.

WORD ASSOCIATION GAME

PURPOSE: To examine the negative words associated with women and men.

MATERIALS: None

PROCEDURE:

1. Have students sit in a circle and select several students to record student responses.
2. Ask each in turn to say a word or phrase that is used negatively about women ("shrill", hysterical", "old maid").
3. The ask them to do the same for men ("hen-pecked", "cocky").
4. Discuss the negative and positive connotations of each word or phrase.
5. Tally how many negative words apply to women, to men.
6. Discuss the meaning of class findings.

EVALUATION: Observe class participation and interaction.

ADDITIONAL SUGGESTIONS: In the discussion, ask how many female words are actually anti-man; how many male words are actually anti-woman.

WOMEN SCIENTISTS

PURPOSE: To acquaint students with women who have made significant scientific contributions in the fields of Chemistry and Physics.

MATERIALS: The Book of Women's Achievements - Joan & Kenneth Macksey; Part 12 "As Scientists and in Medicine", p. 139.
Women in American Life - Anne Scott; Chart - p. 207.

PROCEDURE:

1. Ask the class members whether they are able to identify women physicists or chemists.
2. Provide time for them to visit the library and use the above resources to discover who these women were/are.
3. Hold a class discussion on the results of this investigation.
4. Invite a career education person to talk to the class about careers in these fields.

EVALUATION: Have each class member submit a report of his/her findings.

ADDITIONAL SUGGESTIONS: Use this idea in any subject area; i.e., "Women in _____ Careers."

IDENTIFYING STEREOTYPES IN CASE STUDIES

PURPOSE: To identify character roles that males and females play in accounting or business case studies.

MATERIALS: Accounting or other text, which utilizes case studies
Checklist of character traits (initiative, aggression, shyness, etc.)

PROCEDURE:

1. Ask students to brainstorm a check list of character traits or provide them with a checklist.
2. Divide the class into 4-5 groups.
3. Assign a case problem to each group of students.
4. Using the checklist, ask students to identify how many of each of the character traits are exhibited by each male and female in their assigned case studies.
5. Discuss the case studies with the entire class, tabulating how many males and females are viewed positively or negatively, according to the group perception of the terms on the checklist.

EVALUATION: Have the class discuss ways to change the stereotyped case studies by eliminating sexism.

ADDITIONAL SUGGESTIONS: Adapt to any piece of literature for use in an English class.

MOTHERHOOD IN BONDAGE

PURPOSE: To motivate students to read essays on the editorial page and to check students' reading ability.

MATERIALS: Editorial essay, "Motherhood in Bondage," a Daily Star reprint from the New York Times (see attached editorial).

PROCEDURE:

1. Give each student a copy of both the article and of the following questions:
   a. Before reading the article, what do you infer from the title?
   b. This is an essay of opinion. What is the author's thesis?
   c. Does she state her thesis clearly? If so, quote it.
   d. The author gives examples of two kinds of resistance. Can you given an example of one other kind of resistance?
   e. What can be another name for Marxist? Why does the author quote the Marxist historian, Linda Gordon, in this article?
   f. "The power politics between the sexes is still a charged issue." Explain the meaning of this quote.
   g. Why does the author feel that raising the issue of power politics is dangerous?
   h. The author claims that motherhood is a "political institution." What examples does she use to support her opinion?
   i. Do you agree that our culture puts pressure on all women to be mothers?
   j. After analyzing this essay carefully, state the author's meaning of the title, "Motherhood in Bondage." Do you agree with the author's position? If not, write a thesis statement that you could develop into an essay to refute her thesis.
2. Ask students to read the article silently and write the answers to the comprehension questions.
3. Have the class discuss the questions as they have answered them on their papers.
4. Analyze with the class how they responded to each question.

EVALUATION: Check answer sheets.
Have students write an essay that either agrees or refutes Adrienne Rich's thesis.

MOTHERHOOD IN BONDAGE

By Adrienne Rich

Every great new movement in human consciousness arouses both hope and terror. The understanding that male-female relationships have been founded on the status of the female as the property of the male, or of male-dominated institutions, continues to be difficult for both women and men.

It is painful to acknowledge that our identity has been dictated and diminished by others, or that we have let our identity depend on the diminishment and exploitation of other humans. This idea still meets with the resistance that has always risen when unsanctioned, long-stifled realities begin to stir and assert themselves.

Resistance may take many forms. Protective deafness -- the inability to hear what is actually being said -- is one. Trivialization is another: the reduction of a troubling new complexity to a caricature, or a clinical phenomenon.

In her forthcoming history of birth control in America, the Marxist historian Linda Gordon writes, "For women...heterosexual relations are always intense, frightening, high-risk situations which ought, if a woman has any sense of self-preservation, to be carefully calculated." (Woman's Body, Woman's Rights: A Social History of Birth Control in America). The power politics of the relations between the sexes, long unexplored, is still a charged issue. To raise it is to cut to the core of power relations throughout society, to break down irreparably the screens of mystification between "private life" and "public affairs."

But even more central a nerve is exposed when motherhood is analyzed as a political institution. This institution -- which affects each woman's personal experience -- is visible in the male dispensation of birth control and abortion; the guardianship of men over children in the courts and the educational system; the subservience, through most of history, of women and children to the patriarchal father; the economic dominance of the father over the family; the usurpation of the birth process by a male medical establishment. The subjectivity of the fathers (who are also sons) has prescribed how, when and even where women should conceive, bear, nourish and indoctrinate their children. The experience of motherhood by women -- both mothers and daughters -- is only beginning to be described by women themselves.

Until very recently, the choice to be or not to be a mother was virtually unavailable to most women; even today, the possibility of choice remains everywhere in jeopardy. This elemental loss of control over her body affects every woman's right to shape the imagery and insights of her own being. We speak of women as "nonmothers" or "childless;" we do not speak of "nonfathers" or "childless men." Motherhood is admirable, however, only so long as mother and child are attached to legal father: motherhood

out of wedlock, or under the welfare system, or lesbian motherhood, are harassed, humiliated or neglected. In the 1970's in the United States, with 25 million children of wage-earning mothers, eight million in female-headed households, the late 19th century stereotype of the "mother at home" is still assumed as the norm -- a "norm" that has, outstide of a small middle-class minority, never existed.

In trying to distinguish the two strands: motherhood as experience, one possible and profound experience for women, and motherhood as enforced identity and as political institution, I myself only slowly began to grasp the centrality of the institution, and how it connects with the dread of difference that infects all societies.

Under that institution, all women are seen primarily as mothers; all mothers are expected to experience motherhood unambivalently and in accordance with patriarchal values; and the "non-mothering" woman is seen as deviant.

Since the "deviant" is outside the law, and "abnormal," the pressure on all women to assent to the "mothering" role is intense. To speak of maternal ambivalence; to examine the passionate conflicts and ambiguities of the mother-daughter relationship, and the role of the mother in indoctrinating her daughters to subservience and her sons to dominance; to identify the guilt mothers are made to feel for societal failures beyond their control; to acknowledge that a lesbian can be a mother and a mother a lesbian, contrary to popular stereotypes; to question the dictating by powerful men as to how women, especially the poor and nonwhite, shall use their bodies, or the indoctrination of women toward a onesided emotional nurturing of men, is to challenge deeply embedded phobias and prejudices.

Such themes anger and terrify, precisely because they touch us at the quick of human existence. But to flee them, or trivialize them, to leave the emotions they arouse in us unexamined, is to flee both ourselves and the dawning hope that women and men may one day experience forms of love and parenthood, identity and community that will not be drenched in lies, secrets and silence.

Adrienne Rich is author of the book Of Woman Born: Motherhood as Experience and Institution.

ACTIVITY 23 CURRICULUM

MEDIA STEREOTYPING

PURPOSE: To make students aware of stereotyping in the media.

MATERIALS: "Sexism Monitoring Forms -- TV Programs" (Scholastic Form)
"Sexism Monitoring Forms -- News Media" (Scholastic Form)
"Instruction Sheet -- Radio"

PROCEDURE

1. Brainstorm with the class the meaning of sex-role stereotyping. Ask them to share situations they have either personally observed or experienced.
2. Ask them to determine what forces have been instrumental in shaping any sex-roles, stereotypes they may have (i.e., parents, peers, TV, teachers, etc.)
3. Then, focusing on the area of media, divide the class into three groups.
4. Ask each group to spend a designated amount of time monitoring one media area (radio, TV or the news).
5. Give each group the appropriate monitoring/instruction sheet and ask that they all be ready to report the following day.
6. The following day, have the students meet in their individual groups and summarize their findings.
7. Ask each group to report and to comment on the others' reports.
8. Together, have the students determine some action they as a class might take in attempting to eliminate sexism (letter to the editor, interview with the manager of the local station, etc.)

EVALUATION: Observation of class participation.
Examination of monitoring/instruction sheet responses.

ADDITIONAL SUGGESTIONS: Divideclass into three groups or have entire class examine each media area separately.

INSTRUCTION SHEET -- RADIO

1. Listen to a particular radio station for 30 minutes. Let the teacher know which station you will be listening to.

2. While listening, jot down all of the examples of sex-role stereotyping you hear -- in the news, in the commentary, in the song lyrics.

3. Make a chart which clearly outlines the stereotyping you perceived.

4. Check with other students who listened to the radio and determine whether more or less stereotyping occurs on other local stations.

5. Then analyze where this stereotyping occurs -- in the commentary, in the song lyrics, in the news. Does it differ from station to station?

6. List ideas for eliminating sex-role stereotyping in radio broadcasts.

SEXISM MONITORING FORM -- NEWS MEDIA

1. NEWSPAPER -- Use one copy of a local paper to answer the following:

   A. News -- The first three pages contain what are generally considered the most important news stories of the day.

   How many stories on the first 3 pages are mainly about a man or men? _____
   How many stories on the first 3 pages are mainly about a woman or women? _____
   What did the women who appear on the first 3 pages do to make the newspaper?

   _____

   _____

   _____

   B. Newsphotos -- Look through the entire paper for news photographs (do not count ads) and answer the following:

   How many feature women as the main subject? _____
   How many feature men as the main subject? _____
   What roles (e.g. politician, ballplayer, witness) do the pictures show for the women?

   _____

   _____

   _____

   What roles do the pictures show for the men?

   _____

   _____

   _____

   C. Movies -- It has been claimed that films today are more likely to star a male than a female. Use the movie listings in your local paper to determine if this is true for the movies playing in your town now.

   Number of movies starring one man _____
   Number of movies starring one woman _____
   Movies starring a man and a woman _____
   Movies starring two or more men _____
   Movies starring two or more women _____

D. Look through the entire paper for any examples of sexist stereotypes in the news or in descriptions of people. Attach examples to this page.

2. TELEVISION NEWS -- Watch at least 30 minutes of a local news program and answer the following:

A. How many male newscasters appear? _____
How many female newscasters? _____

B. Are the female newscasters given only the less important stories? List stories covered by women newscasters:

_____

_____

_____

C. Are there any examples of sexism during the news program? Explain on the reverse. If there are no such examples, explain what effort the station seems to have made to eliminate possible sexism in the newscast.

SEXISM MONITORING FORM: TV PROGRAMS

Instructions: Fill in this form during at least three different TV programs. Do not include sporting events, news or commercials on this form.

Programs viewed while using this form _____

ITEM #1 NUMBERS OF MALES AND FEMALES APPEARING ON TELEVISION. Make a mark in the proper column below each time a male or female appears in a speaking role.

Males in Speaking Roles	Females in Speaking Roles	Total

ITEM #2 OCCUPATIONS OF TV CHARACTERS. Note each time a character's occupation (paying job) can be identified. For example: secretary, detective, teacher, musician, etc. Write that occupation under the correct column below.

Occupations held by males	Occupations held by females

ITEM #3 ATTACKERS AND VICTIMS. Note each time a character attacks another character (with a weapon, fists, a verbal attack, with an automobile, etc.) Identify the sex of the attacker and the victim in the appropriate column below. Use the letter "A" for the attacker and the letter "V" for the victim.

Male attacker or victim	Female attacker or victim

ITEM #4 WHO MAKES THE SHOWS? This item is to be filled in during the credits that are shown after each program. The credits identify who wrote the show, who produced it, who edited the film or tape, etc. As the credits go by, make a mark below for each name that appears. If a name does not disclose the sex of the person, do not make any mark for that person.

Males who received credit for the program	Females who received credit for the program

EXPLORE YOUR CULTURE

PURPOSE: To examine a variety of cultures for sex-role stereotyping.

MATERIALS: Library materials, guest speakers, resource families

PROCEDURE:

1. Quiz students about their ancestry, known or suspected (German, Indian, English, Mexican-American, etc.).
2. Ask students to group themselves according to these cultural backgrounds.
3. Assign each group the task of researching information on the social traits of its culture.
4. Allow time for students to utilize the resources of the library.
5. Once the groups have secured sufficient background information, ask them to gather additional information from family and friends regarding the social traits exhibited by their culture.
6. Ask each group to compile its information for class presentation noting as they do so, any sex-role stereotyping that becomes apparent.
7. Have each group share with the others the information collected.
8. When the reports are completed list on the board, with the help of the students, various examples of stereotyping that were mentioned. Make a chart detailing which sex-role stereotypes are common to many/all cultures; which are particular to individual cultures.

EVALUATION: Examine individual research reports.
Observe class/group participation.

ADDITIONAL SUGGESTIONS: Invite as guest speakers either individual representatives or entire family groups to further explore the likenesses and differences between cultures.

DEAR ABBY OF THE AUTO CLINIC

PURPOSE: To familiarize students of both sexes with the car repair trade while reinforcing their problem solving skills.

MATERIALS: Mechanical tools available in automotive class
Trouble diagnosis charts, auto manuals
Vocabulary of car repair trade

PROCEDURE:

1. Prior to initiating this activity, be sure that students (male and female) are well into the introductory automotive course, so that they will be ready to undertake the hypothesizing and diagnosing required for the activity.

2. Request that the staff of the school newspaper print a "Dear Abby of the Auto Clinic" column, which invites letters from the student body concerning car problems.

3. Have the class determine an attention-getting title for the column; encourage them to avoid the sex-stereotyped one used to attract attention to this activity.

4. As questions are referred to the automotive class, assign them to a team of two or three students. (Be sure the team has both male and female members).

5. Ask the team to research the problem, hypothesize its solution, outline a checklist approach to correcting the situation, and prepare a written answer for publication in the newspaper.

6. Have the students present their conclusions and their newspaper answer to you prior to submitting it to the newspaper.

7. Also ask each team of students to present its assigned problem to the entire class. The team can elicit suggestions from the class and then present its own solution.

EVALUATION: Quiz all students on the vocabulary associated with car repair work.
Examine car repair checklists.
Review all answers to be published in the school newspaper.

ADDITIONAL SUGGESTIONS: Encourage male and female students to informally discuss car problems together, rather than in sex-segregated groups.

Be sure the automotive repair teams have male and female members.

If the newspaper column is not feasible, establish an "Automotive Class Question Box" which class members, as well as other students, can utilize.

EXAMINING NON-TRADITIONAL CAREERS

PURPOSE: To acquaint budding journalists/future workers with ideas about non-traditional jobs for both males and females.

MATERIALS: Access to major newspapers, the library, and people in a variety of non-traditional jobs.

PROCEDURE:

1. Examine the possibility of having a column in the school newspaper which highlights non-traditional employment for both males and females.
2. If not feasible, establish a class news sheet detailing such non-traditional jobs.
3. Assign individuals or groups to find out what are non-traditional areas for men and women. Background information can be secured from newspapers, other library resources, the career resource center, etc.
4. Discuss with the class the results of their background search.
5. Then outline for them the key elements of the interviewing process.
6. Have them roleplay career-oriented interviews and determine appropriate questions to ask individuals in non-traditional careers.
7. Ask each student to interview at least one person in a non-traditional career.
8. Share these findings with the entire class.

EVALUATION: Examine the recorded information secured by each individual. Grade the individual sharing of information.

ADDITIONAL SUGGESTIONS: Have the students invite to class as guest speakers those individuals whose careers are most interesting to the group as a whole. Assign students follow-up research on the careers which they themselves might like to pursue.

MY STEREOTYPES ARE SHOWING!

PURPOSE: To demonstrate how labeling and stereotyping may lead to incomplete or incorrect information about certain occupations and/or life-styles.

MATERIALS: Current data from the State Employment Service related to salaries and working conditions.

PROCEDURE:

1. Introduce the activity by listing on the board as many occupations as the class can name.
2. Ask the students to indicate the salary each of these occupations commands.
3. Have the class next discuss probable life-styles associated with the occupations listed, including stereotypes (i.e., garbage men make very little money; plumbers do not need to be educated; all professional people make more money than all non-professional people, etc.)
4. Then, have the class review the data from the State Employment Service regarding salaries, hours, etc., and compare their findings with their original ideas.
5. Finally, ask the class to select two or three occupations they wish to know more about, and either visit the appropriate job sites or invite the appropriate speakers into class to discuss their jobs (working conditions, hours, leisure time, etc.).

EVALUATION: Ask students to evaluate verbally or in written form the worth of the activity in terms of their individual growth and/or increased knowledge.

Observe individual student involvement.

ADDITIONAL SUGGESTIONS: Continue individual exploration emphasizing personal contacts and interviews.

ARE YOU MORE LIKE???

PURPOSE: To help students become more aware of themselves and their individual interests.

MATERIALS: An "Are You More Like....??" sheet (see handout)
Pencil/pen

PROCEDURE:

1. Prepare the "Are You More Like....??" sheet, adding and subtracting pertinent items.
2. Distribute the sheet and ask students to answer it as honestly and completely as they can.
3. When they have finished the exercise, ask them to stand, stretch, and be prepared to physically position themselves according to their responses.
4. Then, looking at the sheet, ask all those who are "more like" a teacher to go to one side of the room; those "more like" a student to go to the opposite side of the room.
5. Before proceeding to the next pair, give them time to see where everyone positioned himself/herself.
6. Then, go through each of the pairs on your "Are You More Like....??" sheet.
7. When you have completed the activity, ask the students to jot down their immediate reactions to the activity. The following ideas they can consider:
   a) What did my responses tell me about myself and my interests?
   b) What did others' responses tell me about them?
   c) Was I surprised by my own responses? Those of others?
   d) Are my responses sex-stereotyped? Are those of others?
8. Discuss student findings with the entire group, particularly noting where and why sex stereotyping is evident.

EVALUATION: Collect and examine student "Are You More Like....??" sheets. Observe student participation and interaction.

ADDITIONAL SUGGESTIONS: Instead of having students move from one side of the room to the other, place them in small groups and have them guess how others in their groups will respond.

Hold small group follow-up discussions rather than the large group commentary.

Allow students to develop the "Are You More Like....??" sheet.

Do the activity at the beginning of the year and then again near the end of the year.

"ARE YOU MORE LIKE....??"

Circle the appropriate answer and explain why.

1. a teacher OR a student

2. a pogo stick OR a roller skate

3. a fly swatter OR fly paper

4. a skyscraper OR a country brook

5. a kite OR a ball

6. a paper bag OR a balloon

CAREER DEVELOPMENT AND SEX-ROLE STEREOTYPING

PURPOSE: To alert students to the "grooves" into which society has placed men and women and to the ways in which they can climb out of these "grooves".

MATERIALS: Paper and pencils
An available career center

PROCEDURE:

1. Introduce activity by asking students to draw a cartoon strip illustrating the following statement: "Dr. Smith had difficulty grafting skin on the custodian's knee which had been bitten by the principal's secretary."

2. Collect the cartoon strips and tape them up around the room.

3. Give the students ample time to examine all of the strips.

4. Then ask them to recall the sex of each cartoon character. Make a chart on the chalk board as follows:

Dr. Smith		Custodian		Principal		Secretary	
M	F	M	F	M	F	M	F

5. When this task is completed, ask if sex-role stereotyping is present in the careers referred to in their cartoon strips.

6. Following this analysis, ask students to brainstorm occupations they hope to pursue. List these on the board and ask if any sex stereotypes are evident.

7. Discuss with the entire group the strengths/weaknesses of these stereotypes and the possibility of changing them.

8. Spend a day or two in the career center researching career opportunities for men and women in non-traditional jobs.

ACTIVITY 29

EVALUATION: Review carton strips.

Judge research reports.

ADDITIONAL SUGGESTIONS: Try this activity with other faculty members.

Encourage students to try the activity with their parents and/or peers.

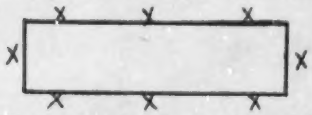
THIS IS YOUR LIFE!

PURPOSE: To make students aware of the significant males and females who have been influences in their lives.

MATERIALS: Paper and pencils

PROCEDURE:

1. Ask students to think of the people who have been significant influences in their lives.
2. Have them list these people at the top of a sheet of paper.
3. Below this list, have each student draw a table and seat around it his/her "influencers"or Board of Directors. (Note examples below).



4. Be sure to have them label the seat assigned to each influencer/board member.
5. Then divide the class into small groups (4-6 people).
6. Ask each group member to respond to the following questions:
   a) Why did you choose these individuals to sit on your board?
   b) Why have you placed individuals in certain positions at the table?
   c) Do you have unfinished business with any of them?
   d) Examining the number of males and females on your board, do you find that members of one sex had a greater influence on your life? If so, how and why?
   e) Do you perceive the existence of sex stereotyping in your responses?
7. Summarize by asking each group to comment on what it learned from the activity.

EVALUATION: Observe student involvement and interaction.

ADDITIONAL SUGGESTIONS: Use dyads instead of small groups.

Provide extra and/or private discussion time if needed.

ROLE STRIPPING

PURPOSE: To increase male and female awareness of the roles currently held by each other.

MATERIALS: 3x5 cards
Pencils

PROCEDURE:

1. Arrange students in a circular setting.
2. Distribute five 3x5 cards to each student.
3. Ask all students to write down five roles they currently play, listing one on each card. (For example: son/daughter, brother/sister, officer, student, etc.)
4. Then have each student rank order these five roles, placing the most important role at the top of the pile in front of him/her.
5. Ask each student to eliminate Role #5 from his/her pile and tell the other members of the group his/her reactions to losing this role. Move around the circle until all have responded.
6. Then repeat this procedure as roles 4, 3, 2 and 1 are removed. (Stress the sharing of feelings, as this is the important aspect of the activity.)
7. Have both males and females list what they learned about themselves and about members of the opposite sex.
8. Discuss these findings as a total group.

EVALUATION: Observe student participation and interaction.

ADDITIONAL SUGGESTIONS: Proceed slowly, noting pertinent points on the chalk board (i.e., those that are repeated by many, named by only a few, the same for both sexes, etc.).

If restrained by time, concentrate on only three (3) current life roles.

Also, if time is a factor, utilize male/female dyads for the role stripping steps and then incorporate the entire group into the concluding discussion.

LIFE vs. EXPECTATIONS

PURPOSE: To allow students to examine their lives as compared to their expectations.

MATERIALS: "Life vs. Expectations" sheet (see handout)
Pencils

PROCEDURE:

1. Distribute worksheet while explaining the purpose of this activity.
2. Ask students to fill out their "Life vs. Expectations" sheet.
3. When students have completed the sheet, ask them to divide themselves into groups of five.
4. In their small groups, have the students share and discuss their individual responses.
5. Ask them, then, to consider whether their particular sex in any way affected their responses on the "Life vs. Expectations" sheet.
6. Ask students to summarize their group's reactions.
7. To conclude the activity, ask the class as a whole to comment on what they learned about themselves as a result of the activity.

EVALUATION: Observe individual participation and interaction.

ADDITIONAL SUGGESTIONS: Ask the students to complete the worksheet as a member of the opposite sex.

LIFE vs. EXPECTATIONS

How does your life compare to your expectations?

INSTRUCTIONS: In the first column, identify dreams you've had regarding each subject. In the reality column give your achievements to date. If the dream and reality differ, bring them together in the third column.

SUBJECT	MY DREAMS	MY REALITY	MY ADJUSTMENT
Talent			
Skills			
Education			
Job			
Travel			
Family			
Friends			
Sexual Relationships			
Recreational Activities			
Spiritual Affiliation			

ROLE REVERSAL

PURPOSE: To make students aware that certain business careers have been sex typed.

MATERIALS: Case problems involving business offices, their management, and their employees.
Chalk board and chalk

PROCEDURE:

1. List 10 office jobs on the chalk board.
2. Ask students to indicate whether the job is traditionally thought of as the job of a male or a female.
3. Discuss with the students the reasons for their responses and alert them to the existence of jobs stereotyped according to the sex of the job holder.
4. Then ask them, in teams of two (1 male and 1 female), to read a business case problem (involving sexism) and its solution.
5. Have each team reverse roles and determine how it would roleplay the problem and its solution. The teams may want to create their own solutions to the problem.
6. Select one team to roleplay. The other teams can merely comment on the presentation, or they can assume the roles of the original presenters and demonstrate their response to the problem.
7. Summarize the roleplaying experience by asking the students to list the pertinent points relating to sex stereotyping of jobs.

EVALUATION: Evaluate team roleplaying and/or student/team response to class discussion.

ADDITIONAL SUGGESTIONS: Encourage students to make up their own case problems.
Adapt roleplaying techniques to other subject areas:
in English, utilize content of novel or short story;
in Social Studies, concentrate on historical figures or social issues.

THE SUBTLE INFLUENCE ON CAREER CHOICE

PURPOSE: To show students that sex-role stereotyping affects their lives in subtle ways.

MATERIALS: None required.

PROCEDURE:

1. Ask the students to form a discussion circle.
2. Explain the following ground rules for the activity:
   a) Each student will pretend to be a member of the opposite sex.
   b) All group members will discuss the topic, "Choosing a Career."
3. Go around the circle, asking each student what career he or she is intending to pursue.
4. Encourage students to comment on or ask questions about each student's career option.
5. Reverse the process then and ask each student to be his or her sex and then respond as above (OPTIONAL).
6. Summarize the discussion by having students reflect on the responses they made:
   a) Who or what influenced their discussion comments and choices?
   b) Did they change their ideas or choices because of the sex they were pretending to be?
   c) Were there any indications of "Girls can't be..." or "Boys can't be..."
   d) Did they view themselves as role-typed according to their sex?

EVALUATION: Observe student participation and interaction.

ADDITIONAL SUGGESTIONS: Utilize the optional step.

Follow up on those individuals who indicated some role conflict during the activity.

THE LABEL, THE STEREOTYPE

PURPOSE: To allow students to experience the effects of sex-role stereotyping.

MATERIALS: Paper labels that stick when the backing is peeled away or blank name-tags

PROCEDURE:

1. Prepare the following labels:

female mechanic	male preschool teacher
male secretary	male nurse
female plumber	male dental hygienist
female mortician	male receptionist
female dentist	Beautiful Betty
female car salesperson	Sexy Sally
Chatty Cathy	Emotional Ellie
Strong Steve	Dynamic David
Tough Tom	Athletic Andy

   These are only suggestions; add your own ideas.

   NOTE: More than one "female mechanic" label can be used provided the individuals are in different groups.

2. Divide students into groups of six or eight, and select an observer for each group.

3. Place a label on the forehead of each student. Do not let him/her know what the label is.

4. Choose a discussion topic for each group, and while the discussion is in progress, have the students respond to each group member according to his/her label.

5. Allow 10 minutes for discussion. Before removing the labels, have each group member guess what his/her label says.

6. Ask the group observers to share their observations with the class as a whole.

7. Conclude the activity by asking students to comment on their reactions to the activity.

EVALUATION: Observe student participation both in the activity and in the following discussion.

ADDITIONAL SUGGESTIONS: Have students interview someone whom they feel fits one of the labels used in the day's activity.

Ask students to explore the labeling idea with their parents and friends.

SEX-BIASED TESTS

PURPOSE: To alert students to the effects of career/vocational tests in inhibiting or facilitating non-sex typed career development.

MATERIALS: Any or a number of different career/vocational tests
For example: The Kuder Occupational Interest Survey, Form DD (Kuder 1971).
The Self-Directed Search, (Holland, 1972).
The Strong-Campbell Interest Inventory, (Campbell, 1974).

Manuals for these inventories

"Evaluative Guidelines" checklist

Teacher references (which may be shared with students):

Diamond, F. Issues of Sex Bias and Sex Fairness in Career Interest Measurement. (National Institute of Education Report) Washington, D.C.: U.S. Government Printing Office, 1975.

Stebbins, Ames, & Rhodes. Sex Fairness in Career-Guidelines: A Learning Kit, 1976.

Tucson Unified School District (TUSD). "Tucson Public School District Sex Bias Criteria for Selection and Retention of Career Interest Inventories." Tucson, Arizona: TUSD, 1977.

PROCEDURE:

1. Have students take a selected career/vocational test and secure individual test results.
2. Ask students, then, in small groups to analyze the given test, using the "Evaluative Guidelines" checklist.
3. Once they have completed this examination, ask students to summarize their findings.
4. Have student groups share their findings with each other.
5. When the findings have been shared and discussed, ask students to examine their individual test results in light of the findings gleaned by the class.
6. As a total group, have students comment on how the results of their career-vocational test might inhibit or facilitate non-sex typed career development.

EVALUATION: Examine "Evaluative Guidelines" checklist submitted either individually or by group. Observe participation in class discussion.

ADDITIONAL SUGGESTIONS: Use activity with other department or school faculty members.

Adapt "checklist" for use with standardized or teacher-made tests.

EVALUATIVE GUIDELINES* FOR SEX BIAS
IN CAREER INTEREST INVENTORIES

Name of Test _____ Type of Test _____

Grade Range _____ Publisher _____ Year Published _____

Description of Guideline	Guideline Present		Specific Reference (page, chapter)
	Yes	No	
I. The Inventory Itself			
1. Same inventory form should be used for both male and female.			
2. Scores on all occupations for both males and females with composition of norms should be clearly indicated.			
3. Item pools should reflect activities equally familiar to both sexes or the number of items generally favored by each sex should be balanced.			
4. Occupational titles used in the inventory should be presented in gender-neutral terms, or both male and female titles should be presented.			
5. Use of generic he or she should be eliminated throughout the inventory.			
II. Technical Information			
1. Should describe how and to what extent these guidelines have been met.			
2. Should provide rationale for either separate scales by sex or combined sex scales.			
3. If empirical data supports separate inventory forms, same vocational areas should be indicated for each sex.			
4. Sex composition of norms group should be included in description of this sample.			
Reporting of scores for one sex on scale normed or constructed on basis of data from other sex should be supported by evidence of validity.			

Description of Guidelines	Guidelines Present		Specific Reference (page, chapter)
	Yes	No	
II. Technical Information (cont.)			
5. Criterion groups, norms, validity and reliability data should be examined at least every five years to determine the need for updating. Test manuals should clearly label the date of data collection for norm groups in each occupation.			
6. Should include information about how suggested or implied career options (suggested by highest scores) are distributed for samples of typical respondents of each sex.			
7. Should describe comparative studies of validity for minority groups and indicate whether differences were found between the groups.			
III. Interpretive Information			
1. Users' Manual should describe extent to which above guidelines have been met.			
2. Interpretive materials should explain how to interpret scores for male and female norms.			
3. Interepretive materials for inventory scores should show that vocational interests are influenced by many environmental and cultural factors, including traditional sex role expectations of society.			
4. Manuals should recommend that inventory be accompanied by orientation, helping students to see that virtually no activity or occupation is exclusively for males or females (stereotypic sets).			
5. Where homogeneous scales (such as health and mechanical) are used, both sexes should be encouraged to look at all career options.			
6. Occupation titles used in interpretive materials should be stated in gender-neutral terms, or both male and female titles should be presented.			

Description of Guidelines	Guidelines Present		Specific Reference (page, chapter)
	Yes	No	
III. Interpretive Information (cont.)			
7. Written discussions in interpretive materials should be stated to overcome the impression that (a) people in general are of the male gender and (b) certain social roles are automatically sex-linked.			
8. Users' Manual should state that all jobs are appropriate for qualified persons of either sex and dispel myths about sex-role stereotypes.			
9. Users' Manual should caution against transmitting biases to respondent or reinforcing respondent's own biases.			
10. Separate interpretive materials should be provided where differences in validity have been found between dominant and minority groups (differentiated by sex).			
11. Interpretive materials should encourage exploratory experiences in areas where interests have "not had a chance to develop."			
12. Case studies in interpretive materials should represent men and women equally and include examples of non-stereotypic roles; also, different social class and ethnic groups should be included where applicable.			
13. Manuals should make it clear that inventory scores provide only one kind of information that should be considered -- along with skills, experiences, accomplishments and other test scores -- in making any career decision.			

*Based upon the book, Issues of Sex Bias and Sex Fairness in Career Interest Measurement, Esther Diamond, Editor, HEW, NIE, Spring 1975.

IS THIS TEST SEX-FAIR?

PURPOSE: To make students aware of sex bias in testing.

MATERIALS: Teacher-made test on a particular novel.

PROCEDURE:

1. Have students take test.
2. Then ask students to review each test question to determine whether sex bias is present.
3. Alert students to look for the following sample indicators of sexism:
   a) male pronoun referents -- "the doctor, ...he...."
   b) role stereotyping;
      "mothers cook and care for children; fathers work;"
   c) emphasis on one sex (usually male) when examining character, plot, theme of novel;
   d) concentration on one sex (usually female) when eliciting information on the emotionality of the characters in the novel.
4. For a final test question, ask them to summarize their findings.
5. When the test is returned, devote a portion of the discussion to this final test question.
6. Conclude the exercise by having them rewrite sex biased questions.

EVALUATION: Score test question related to sex bias.

Examine rewritten test questions.

ADDITIONAL SUGGESTIONS: Adapt activity to any subject area, shifting sample indicators to cover subject matter to be tested. Include other indicators of sexism or have students come up with their own examples.

INTEREST INVENTORY BIAS

PURPOSE: To help students become aware of the generic he/she patterns in interest tests.

MATERIALS: Any available Interest Inventory

PROCEDURE:

1. Have students take the Interest Inventory.
2. Then ask the students to go through each page of the Inventory and cross out the generic terms "he", "man", "men". Have them also cross out "man" or "men" when used as suffixes.
3. Tally by Inventory page how many times these words occur.
4. Discuss with the students the impact of such terms on the test taker.
5. Brainstorm ways to eliminate such bias.

EVALUATION: Ask students to rewrite portions of the test.

ADDITIONAL SUGGESTIONS: Follow the same procedure for aptitude, standardized and teacher-made tests.

NON-SEXIST TESTING

PURPOSE: To allow students to evaluate the on-the-job evaluation sheets in terms of sex fairness.

MATERIALS: Evaluation sheet for a Distributive Education on-the-job training-program.

PROCEDURE:

1. Distribute the evaluation sheet.
2. Explain the evaluation form.
3. Group students in teams of two.
4. Ask each team to list all sex stereotyped evaluation items, the use of the male gender in referring to a universal group, and any other sex-biased items they find.
5. Have each team share its list with the total group.
6. Discuss the important points and ask students to suggest ways of eliminating the sexism discovered.

EVALUATION: Observe the students. Are they aware of what sex stereotyping is, means, etc? What are their reactions? Suggestions?

ADDITIONAL SUGGESTIONS: Use actual business "performance" evaluations and have students evaluate them for sex bias!

Use same approach with any test given to your students. See Textbook Analysis Activity 8 (p. 42). These categories can also be applied to test analysis.

KUDER, FROM 1776 - 1976

PURPOSE: To compare the Kuder Interest Inventory Interpretative Guide prior to 1976 with the 1976 version.

MATERIALS:
"Kuder Form E Interest Inventory"
Kuder Interest Inventory Interpretive Guide
1976 Interpretative Supplement
Occupational EXPLORATION KIT (OEK)
Widening Occupational Roles Kit (WORK)
Occupational Outlook Handbook (OOH)

PROCEDURE:

1. Have students take "Kuder E Interest Inventory."
2. To interpret their results, ask students to use the pre-1976 Interpretative Guide.
3. Then have them use the 1976 Interpretative Supplement.
4. Ask students to compare the two on a sheet of paper, either individually or in small groups.
5. Discuss with entire group the differences between the two.
6. Ask them to draw some possible conclusions regarding the impact of these Guides on the occupational role of women in the U.S.

EVALUATION: Examine comparison sheets.

Observe student involvement in discussion sessions.

ADDITIONAL SUGGESTIONS: Have students examine the OEK, WORK, and OOH to see how the changes in the Interpretive Guide have influenced the presentation of occupational information. Any other career-oriented materials updated or published after 1976 can be examined in similar fashion.

APPENDICES

SELECTED MULTICULTURAL REFERENCES

Abrahams, Roger and Rudolf Troike. Language and Cultural Diversity in America. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Banks, James, ed. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, Inc., 1975.

Baratz, J. and Redish. Development of Bilingual-Bicultural Education Models, Final Report. OEO Grant 30061, Washington, D.C.: Education Study Center, 1973.

Biased Textbooks: Images of Males and Females in Elementary School Textbooks in Five Subject Areas. Washington, D.C.: National Foundation for the Improvement of Education, 1974.

Bruner, Jerome. Towards a Theory of Instruction. Cambridge: Harvard University Press, 1966.

Bull, William E. "The Use of Vernacular Languages in Education". In Dell H. Hymes (ed.) Language in Culture and Society. New York: Harper and Row, 1964. pp. 527-533.

Burger, Henry C. Ethno-Pedagogy: A Manual in Cultural Sensitivity with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Albuquerque, New Mexico: SWCEL, 1968.

Burke, Alexander J., Jr. Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. New York: McGraw-Hill Book Co.

Cazden, Courtney B., Vera P. John and Dell Hymes, eds. Functions of Language in the Classroom. New York: Teachers College Press, 1972.

Cinderella is Dead! (color filmstrip with sound) Washington, D.C.: National Education Association, 1973.

Checklist for Selecting and Evaluating U.S. History Textbooks. Washington, D.C.: National Education Association.

Chomsky, Noam. "Language and the Mind", Psychology Today, Vol. 1, No. 9, (February 1968).

Codina, Eduardo, David Rivera, Byron Williams. Conceptual Framework for Bilingual/Bicultural Curriculum Development, San Diego, California: GAC--Type B, Institute for Cultural Pluralism, San Diego State University, 1976.

Costo, R. Textbooks and the American Indian. San Francisco: American Indian Historical Society, 1970.

Cox, D.N. How Does a Minority Group Achieve Power? New York: Wiley, 1969.

Criteria for Instruction and for Adoption and Use of Instructional Materials. San Diego, California: San Diego Unified School District, 1976.

Davis, A.L. Culture, Class and Language Variety: A Resource Bank for Teachers. Urbana, Illinois: National Council of Teachers of English, 1972.

Dunfee, Maxine. Ethnic Modification of the Curriculum. Washington, D.C.: Association of Supervision and Curriculum Development, 1969.

Education and Racism: An Action Manual. Washington, D.C.: National Education Association, 1973.

Edwards, David L. Religion and Change. New York: Harper and Row, 1970.

Ervin-Tripp, Susan. "Children's Sociolinguistic Competence and Dialect Diversity". No. 21 (1968). Language Acquisition and Communicative Choice. Stanford: Stanford University Press.

Fishman, Joshua A., ed. Readings in the Sociology of Language. The Hague: Mouton, 1968.

Freire, Paulo. Education for Critical Consciousness. Seabury, 1973.

Fleishmann Commission Report. Part III. "Children With English Language Difficulties". A Report from the New York State Commission on the Cost, Quality and Finance of Elementary and Secondary Schools. Vol. III, 1972.

Henry, Jeannette (writer) and Rupert Costo (editor). Textbooks and the American Indian. San Francisco, California: American Indian Historical Society, 1970.

Hudson, Winthrop, S. Nationalism and Religion in America. New York: Harper and Row, 1970.

Human (and antihuman) Values in Children's Books. (A Content Rating Instrument for Educators and Concerned Parents). New York, New York: Council on Interracial Books for Children, Inc., 1976.

Hymes, Dell. Language in Culture and Society. New York: Harper and Row, 1964.

Index to Multi-Ethnic Teaching Materials and Teacher Resources. Washington, D.C.: National Education Association, 1967.

Johnson, Laurie Olsen, ed. Nonsexist Curricular Materials for Elementary Schools. Old Westbury, New York: The Clearinghouse on Women's Studies and Educational Project of the Feminist Press, 1974.

Jones, William Richard. "A Critical Study of Bilingualism and Non-Verbal Intelligence", British Journal of Educational Psychology, Vol. XXX, Part I (February, 1960), pp. 71-77.

Kane, Michael B. Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts. Chicago: Quadrangle Books, 1970.

Kleinfeld, J.S. Some Instructional Strategies for the Cross-Cultural Classroom. Juneau: Alaska State Department of Education, 1971.

Knowles, Louis L. and Kenneth Prewitt. Institutional Racism in America. New Jersey: Prentice-Hall, Inc., 1969.

Labov, William. The Study of Non-Standard English. Washington, D.C.: Clearing House for Linguistics, Center for Applied Linguistics, 1969.

Lambert, Wallace E. "Psychological Approaches to the Study of Language", The Modern Language Journal, Vol. XLVII, No. 2, (February, 1963).

Leacock, Eleanor B., ed. Teaching and Learning in City Schools: A Comparative Study. New York: Basic Books, 1969.

Leonard, Deni. An Intercultural Community-Input Process for Curriculum Development. Cambridge, Massachusetts.

Manual for the Development of Instructional Materials Relevant to the Needs of United States Spanish-Speaking Students. M.A.P. Revisions Dept., 1975, (Available from the Institute for Cultural Pluralism Resource Center, San Diego State University, San Diego, California).

Minority Cultures in the Curriculum. Washington, D.C.: National Association of Secondary School Principals, 1976.

Multicultural Education and Ethnic Studies in the United States. An analysis and annotated bibliography of selected documents in ERIC. Washington, D.C.: American Association of Colleges for Teacher Education, 1976.

Palomares, Geraldine D. The Effects of Stereotyping on the Self-Concept of Mexican-Americans. Education Resources Information Center (ERIC), 1970.

Piaget, J. Cognitive Development in Children: The Piaget Papers. R.E. Ripple (ed.), "A Report of the Conference in Cognitive Studies and Curriculum Development", Ithaca School of Education, Cornell, 1964.

Posnerand, Arlene and Arne J. deKeijzer (editors). China: A Resource and Curriculum Guide. (Critical Guide to Curriculum Units on China). Chicago, Illinois: University of Chicago Press.

Pratt, David. How to Find and Measure Bias in Textbooks. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1972.

Rivera, David. How to Develop Relevant Curriculum and Lesson Content for Latino Students. San Diego, California: Center for Curriculum Review, Institute for Cultural Pluralism, San Diego State University, 1975.

_____"The Concerns of Chicano Children". (An assessment technique for developing curriculum), San Diego, California: Center for Curriculum Review, Institute for Cultural Pluralism, San Diego State University, 1975.

Roots of America. Multiethnic Curriculum Resource Guide for 7th, 8th, and 9th Grade Social Studies Teachers. Washington, D.C.: National Education Association.

Seda Bonilla, Eduardo. A Second Look at Cultural Pluralism. San Juan: Edil Press, 1969.

Sexism and Racism in Popular Basal Readers 1964-1976. New York, New York: Council on Interracial Books for Children and the Foundation for Change, 1976.

Sex Role Stereotyping in the Schools. Washington, D.C.: National Education Association, 1973.

Skinner, B.F., The Technology of Teaching. New York: Appleton, Century and Crofts, 1968.

Teacher Training Bibliography. An annotated listing of materials for bilingual-bicultural teacher education. Austin, Texas: Dissemination Center for Bilingual Education, January, 1975.

Today's Changing Roles: An Approach to Non-Sexist Teaching. Teacher Resources with Curriculum Related Activities. Washington, D.C.: National Education Association, 1974.

UNESCO. The Use of Vernacular Language in Education. Monograph on Fundamental Education, No. 8, Paris: UNESCO, 1953.

United States Congress, House Committee on Education and Labor. Book for Schools and the Treatment of Minorities. Hearings before the ad hoc subcommittee on de facto school segregation. House of Representatives, 89th Congress, Second Session, 1966. Washington, D.C.: Government Printing Office, 1966.

Vygotsky, L.S. Thought and Language. Cambridge, Massachusetts: the M.I.T. Press, 1962.

Wax, D. Diamond and F.O. Gearing, eds. Anthropological Perspectives on Education. New York: Basic Books, 1971.

What You Can Do About Biased Textbooks. Washington, D.C.: National Foundation for the Improvement of Education, 1974.

ADDITIONAL MULTICULTURAL RESOURCES

GENERAL RESOURCES

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue, New York, New York 10016

Council on Interracial Books for Children and the Foundation for Change
CIBC Resource Center, Room 300, 1841 Broadway, New York, New York 10023

Dissemination and Assessment Center for Bilingual Education
6504 Tracor Lane, Austin, Texas 78721 (512) 926-8080

STRIDE General Assistance Center
1855 Folsom Street, San Francisco, California 94103

READINGS RE: CULTURAL PLURALISM

Adachi, Mitsuo. "Living Use: Example of a Multicultural Approach," Educational Leadership, December, 1975, pp. 189-191.

Banks, James A. "The Implications of Ethnicity for Curriculum Reform," Educational Leadership, December, 1975.

Bereiter, Carol. Must We Educate? 1974. Prentice Hall, Englewood Cliffs, New Jersey, 07632. ($6.75)

Gahman, Susan. "When I Am at School I Get Mad, I Get Mad".

Grant, Carl A. "Racism in School and Society--A Carrot In a Pot of Water Is Not Vegetable Soup," Educational Leadership, December, 1975.

Hall, Edward T. The Silent Language.

Holden, Anna. The Bus Stops Here: A Study of School Desegregation in Three Cities. New York: Agathon Press, 1974. ($15.00) Order from: Shocken Books, Inc. 200 Madison Ave., New York, New York 10016.

How to Get New Programs into Elementary Schools. A package of five books addressed directly to the elementary school administrator wishing to introduce innovations into the school program. Order from: Educational Technology, Inc., 140 Sylvan Ave., Englewood Cliffs, New Jersey 07632.

Rohwer, William D., Jr. "Educational Inequality: Race is Not the Problem," Integrateducation. March-April, 1975. No. 74, pp. 3-15. Order magazine from: Integrated Education Associates, School of Education, Northwestern University, 2003 Sheridan Road, Evanston, Illinois 60201. ($1.50)

School Desegregation and Cultural Pluralism: Perspectives on Progress. A booklet of selected presentations of the 1974-75 STRIDE (Service, Training, and Research in Desegregated Education.) Available from Dr. Leonard C. Beckum, Director, STRIDE, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103.

St. John, Nancy H. School Desegregation: Outcomes for Children. 1975. ($13.95) Order from: Wiley--Interscience, 605 Third Avenue, New York, New York 10016.

The Five Colors They Call People: A Kit/Center for Creative Expression about Human Relations--Available through Tucson Unified Learning and Staff Development Multicultural Library at Davis School.

READINGS RE: THE MEXICAN AMERICAN

Anderson, Theodore and Mildren Boyer, Bilingual Schooling in the U.S., 1970. Vol. One and Two; Southwest Educational Development Laboratory, Austin, Texas.

Bolinger, Dwight. Aspects of Language.

Foches, Jack. Education of the Culturally Different.

Golarza, E. Mexican-Americans in the Southwest.

Gomez, Davis. Somos Chicanos.

Grebler, Leo, Joan W. Moore and Ralph C. Guzman. The Mexican American People, the Nation's Second Largest Minority. Free Press, 1970. 597 p.

Heller, Celia A. Mexican American Youth.

Jacamillo, Mari Luci. Pensamientos Sobre Teaching ESL.

Madsen, William. Mexican Americans of South Texas.

Martinez, Elizabeth S. and Emiqueta L. Vasquez. Viva La Raza. Doubleday, 1974. 353 p. Summarizes significant events and figures in Chicano movement. Special focus on women's role. Appropriate for junior and senior high school students.

Marx, Richard N. About Mexico's Children.

Moore, Joan. Mexican American.

Moquin, Wayne. A Documentary of the Mexican-Americano.

Orozco, Dr. Cecilia. Testimony Before the Subcommittee on Education, Committee on Labor and Public Welfare, United States Senate.

Parkes, Henry B. A History of Mexico.

Pialorsi, Frank. Teaching the Bilingual.

Ramirez, Luis Guevera. Historia de Mexico.

Roblano, Ralph. Ghosts in the Barrio.

Rubel, Arthur. Across the Tracks.

Samora, Julian. La Raza.

_____. Los Mojados.

Seevin, Manuel. An Awakened Minority - the Mexican American.

Simmen, Edward, ed. Pain and Promise.

Simpson, Lesley. Many Mexicos.

Steiner, Stan. La Raza.

Trejo, Arnulfo D. Towards the Beginning of A Chicano Library. UA Library Sciences Department. Bibliography of Materials.

Turner, Paul R. Bilingualism in the Southwest.

Valdez, Luis and Stan Steiner, eds. Aztlan, an Anthology of Mexican American Literature.

Vasquez, Richard. Chicano.

Weiner, Sandra. Small Hands, Big Hands.

BULLETINS

Bilingual-Bicultural Education - A Privilege or a Right? Report of the Illinois State Advisory Commission to the U.S. Commission on Civil Rights - 1974.

Guide to Title VII ESEA Bilingual Bicultural Projects, 1973-74. Dissemination Center for Bilingual Bicultural Education, Austin, Texas.

Position Paper on Bilingual Education of the National Advisory Council on Bilingual Education - Draft form, June, 1975.

Position Paper on Bilingual Education of the Tucson Mexican American Educators Association; Spring, 1975.

Report of a National Bilingual Bicultural Institute - A Relook at Tucson '66 and Beyond; December, 1973.

Teaching the Disadvantaged Child; National Association for Education of Young Children.

U.S. Commission on Civil Rights. Para Los Niños - For the Children. Clearing House Publication 47. October, 1974.

U.S. Commission on Civil Rights. The Mexican American. Paper, 1968.

U. S. Commission of Civil Rights Mexican American Study.

Report 1. Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest, April, 1971.

Report 2. The Unfinished Education.

Report 3. The Excluded Student.

Report 5. Teachers and Students - Differences in Teacher Interaction with Mexican American and Anglo Students.

Report 6. Toward Quality Education for Mexican Americans, Feb., 1974.

READINGS RE: THE AMERICAN INDIAN

BOOKS

All books listed below are available from: The Indian Historian Press
1451 Masonic Avenue
San Francisco, California 94117

Anthropology and the American Indian. Proceedings of symposium of the American Anthropological Association on the issues raised by Vine Deloria's book, Custer Died for Your Sins. ($5.00)

Bahr, Donald M. Pima and Papago Ritual Oratory. ($4.50)

Bedford, Denton R. Tsali.

Boyce, George A. When Navajos Had Too Many Sheep. ($9.50)

Dial, Adolph and David Eliades. The Only Land I Know. ($6.50)

Grinde, Donald A., Jr. The Iroquois in the Founding of the American Nation. ($6.50)

LaPointe, James. Legends of the Dakota. ($6.95)

Index to Literature on the American Indian, 1970-73. Volumes by year. Order separately at $10 volume or $35 for entire set.

Indian Voices, The Second Convocation of American Indian Scholars. ($6.00)

Sando, Joe S. The Pueblo Indians. ($6.50)

Schusky, Ernest. The Right to Be Indian. ($4.00)

Senungetuk, Joseph. Give or Take a Century: An Eskimo Chronicle.

Textbooks and the American Indian. ($5.00)

INDIAN PERIODICAL LITERATURE

The Indian Historian. $6.00/year

The Weewish Tree. $6.50/year

Wassaja, a national newspaper of Indian America. $10.00/year

BULLETINS

BIA Education Research Bulletin, 1973 to present. Division of Evaluation, Research and Development of the BIA, Indian Education Research Center, 123 4th Street, Southwest, P.O. Box 1788, Albuquerque, New Mexico 87103.

Deloria, Vine, Jr. "The Hidden Americans," Harvard Medical Alumni Bulletin, Vol. 46, Jan.- Feb. 1972, no. 3. 25 Shattuck Street, Boston, Mass. 02115

Little Soldier, Dale and Leona M. Foerster. "Beyond Indian Education--Multicultural Education," BIA Education Research Bulletin, Vol. 5, No. 2, May 1977. Available from: US. Dept. of the Interior, Bureau of Indian Affairs, Indian Education Resources Center, 123 4th Street, Southwest, P.O. Box 1788, Albuquerque, New Mexico 87103.

INSTITUTE FOR EQUALITY IN EDUCATION

Date_____ Code_____

Name of Participant_____

School/Institution_____

Position (circle) Teacher Counselor Administrator
Parent Other _____

Level at which you work (circle) Elementary Secondary Post-Secondary
Other_____

Age (circle) 18-22 23-29 30-32 33-39 40-45 46-55 56+

Are you married? (circle) Yes No

Are you a parent? (circle) Yes No

Sex (circle) Male Female

Number of years employed in education (circle) 1-5 6-10 11-15 16-20 21-29 Over 30

Number of years employed as a teacher (circle) Not Applicable 1-5 6-10 11-15 16-20 21-29 Over 30

Number of years employed as a counselor (circle) Not Applicable 1-5 6-10 11-15 16-20 21-29 Over 30

Number of years employed in administration (circle) Not Applicable 1-5 6-10 11-15 16-20 21-29 Over 30

Number of students in your school _____

Cultural description (circle) Mexican-American or Chicano Asian Black
Native American Indian Anglo Other_____

Thank you for your assistance.

NAME: _____ HAWLEY'S ATTITUDES TOWARD SEX ROLES SCALE

Directions: Listed below are 35 common ideas about women's roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to every item by putting a check mark in the appropriate space.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if they are in disagreement with a man's.
						5. It is appropriate to divide work into "man's work" and "woman's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						15. A woman should work only if she can do so without interfering with her domestic duties.
						16. The best way for a woman to show her love for her family is to dedicate her time to being a housewife.
						17. It is possible for women to combine home and career and do both successfully.
						18. Women demand equal advantages with males in the world of work, yet insist on special privileges at the same time.
						19. Women who work outside the home tend to be more interesting people than those who do not.
						20. It is only natural for women to be interested in people and men to be interested in ideas.
						21. A woman's place is primarily in the home.
						22. Modern women are too competitive.
						23. Women should follow any vocation they wish, even if this violates tradition.
						24. Highly paid jobs should go to men with families to support.
						25. A wife should not compete with her husband in his own area of endeavor.
						26. Women can work in any vocation without appearing masculine.
						27. Men are willing to work for a woman as long as she is competent.
						28. It is not possible to maintain a romantic relationship when a woman beats the man "at his own game."

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						29. There is no genetic difference between the sexes in intellectual ability.
						30. Beauty is more important to femininity than intelligence.
						31. Married women should be able to have both male and female friends.
						32. A college education is equally important for males and females.
						33. It is just as important for women to be intellectually capable as it is for men.
						34. Males are inherently capable in some areas and women in others.
						35. It would be appropriate for a woman to be President of the United States if she were qualified.

Developed by: Peggy Hawley, Ph.D.
San Diego State University
San Diego, California

Scoring Key

ATTITUDES TOWARD SEX ROLES SCALE

Directions:

First score androgynously worded items. They are 1, 4, 6, 8, 12, 17, 19, 23, 26, 27, 29, 31, 32, 33, 35. Use the following key:

agree = 3	disagree = 4
strongly agree = 2	strongly disagree = 5
very strongly agree = 1	very strongly disagree = 6

Next, score unmarked (dichotomously worded) items using the following key:

agree = 4	disagree = 3
strongly agree = 5	strongly disagree = 2
very strongly agree = 6	very strongly disagree = 1

Interpretation of scores:

High scores on this instrument indicate dichotomous, gender-bound, traditional attitudes. Low scores indicate androgynous attitudes in which the respondent tends not to distinguish between male and female characteristics in the circumstances specified. Because the range of scores is from 35 to 210, those means which are below 88 on the scale can be considered to fall on the androgynous half of the continuum, and those above that figure on the dichotomous half.

INSTITUTE FOR EQUALITY IN EDUCATION

Self-Assessment Scale*

A. Before Institute_____ After Institute_____

B. For the following competencies, please CIRCLE the appropriate letter code according to how confident you feel at the present time for each competency listed below:

Scale: Not confident = NC
Somewhat confident = SC
Confident = C
Very confident = VC

1.	Defining sexism.	NC	SC	C	VC
2.	Describing the effects of sex-role stereotyping.	NC	SC	C	VC
3.	Recognizing sex-role socialization at different age levels.	NC	SC	C	VC
4.	Identifying sex-role stereotyping in textbooks.	NC	SC	C	VC
5.	Evaluating resource materials for sexism.	NC	SC	C	VC
6.	Recognizing sexism in the school curriculum.	NC	SC	C	VC
7.	Pinpointing the existence of sex-role stereotyping in extra-curricular activites.	NC	SC	C	VC
8.	Utilizing sex-role research in planning the curriculum.	NC	SC	C	VC
9.	Integrating sex-role research into the curriculum.	NC	SC	C	VC
10.	Developing guidelines for working with culturally different students.	NC	SC	C	VC
11.	Analyzing tests for sexism.	NC	SC	C	VC
12.	Developing non-sexist tests.	NC	SC	C	VC
13.	Evaluating students in a non-stereotyped manner.	NC	SC	C	VC
14.	Creating a classroom atmosphere which eliminates sex-role stereotyping.	NC	SC	C	VC
15.	Realizing the relationship between sex-role stereotyping and math anxiety.	NC	SC	C	VC
16.	Describing the effect of sex-role socialization on career aspirations.	NC	SC	C	VC

17.	Developing non-sexist classroom activities.	NC	SC	C	VC
18.	Selecting non-stereotyped classroom materials -- texts, kits, media, etc.	NC	SC	C	VC
19.	Utilizing counseling techniques to create a non-sexist classroom environment.	NC	SC	C	VC
20.	Developing a non-sexist approach to the classroom, the curriculum, the school.	NC	SC	C	VC
21.	Developing a non-sexist approach for myself.	NC	SC	C	VC
22.	Developing a non-sexist approach for my class.	NC	SC	C	VC
23.	Developing a non-sexist approach for my curriculum.	NC	SC	C	VC
24.	Developing a non-sexist approach for my school.	NC	SC	C	VC

*Adapted from Instructional Design Workshops for Allied Health Instructors, 1975-1976.

Institute for Equality in Education, University of Arizona, 1978
Name:_____

INSTITUTE IMPACT SURVEY

A. Before Institute_____ After Institute_____ At Follow-Up Workshop_____

B. Please answer all the questions below but please do not answer with merely "yes" or "no". Such answers make it impossible to know what you mean, and what you mean is extremely important to us. If the question does not apply to you, please write "NA".

1. Has the Institute had any impact on you?_____ If so, how?

2. Have you learned anything in the Institute that you had not known about previously?_____ If so, what?

3. Has the Institute affected your ideas about what men's and women's roles in society should be?_____ If so, in what way?

4. Has the Institute changed your ideas about yourself?_____If so, how?

5. Have your ideas about women changed as a result of this Institute?_____ If so, in what way?

6. Have your ideas about men changed as a result of this Institute?_____ If so, in what way?

7. Has the Institute affected your future in any way?_____ If so, how?

8. Has the Institute changed your social behavior in any way?_____ If so, how?

9. Will the Institute change your behavior on the job/in the classroom?_____ If so, in what way?

10. Has the Institute had any effect on your role at home?_____If so, in what way?

11. Has the Institute affected your relationship with your children?_____If so, in what way?

12. Has the Institute affected your ideas about raising children?_____

13. Has the Institute affected your beliefs about teaching? If so, in what way?

14. Has the Institute inspired you to make changes in your classroom/work situation?_____ If so, how?

15. Has the Institute provided you with the elements (materials, ideas, skills, enthusiasm, strategies, research, counseling techniques, multicultural information, etc.) needed to change your classroom/work situation?_____ If so, which elements? Please circle and comment.

INSTITUTE FOR EQUALITY IN EDUCATION

Institute Evaluation Form

Please circle only one number per question unless otherwise indicated.

1. I have had training, coursework, or experience in which I have learned the concepts relating to sex-role stereotyping.

   none at all 1 2 3 4 5 6 quite a lot

2. I feel that sex-role stereotyping limits career options for both men and women.

   not at all 1 2 3 4 5 6 extremely

3. The Institute site was appealing, attractive, and well located. I felt comfortable in these surroundings.

   quite poor 1 2 3 4 5 6 superior

4. The Institute was well organized (i.e., agenda, activities, presentations, time, breaks, etc.).

   very poorly organized 1 2 3 4 5 6 extremely well organized

5. The goals of this Institute were very clear.

   not clear at all 1 2 3 4 5 6 extremely clear

6. In my opinion, the overall goals of the Institute were accomplished.

   no goals accomplished 1 2 3 4 5 6 all goals fully accomplished

7. In general, I felt that the Institute climate was an open and trusting one, one in which information flowed freely among the participants.

   almost never 1 2 3 4 6 almost always

8. I felt free to contribute, when I had a contribution to make.

almost never 1 2 3 4 5 6 almost always

9. I felt that the content and activities were interesting.

almost never 1 2 3 4 5 6 almost always

10. I felt that I learned a great deal as a participant in this Institute.

strongly disagree 1 2 3 4 5 6 strongly agree

11. The presenters were knowledgeable and competent.

not at all 1 2 3 4 5 6 superior

12. The presenters were warm and communicative.

not at all 1 2 3 4 5 6 extremely so

13. Please rate the following if appropriate.

	very poor					extremely well done
main presentations/lectures	1	2	3	4	5	6
group exercises (learning strategies)	1	2	3	4	5	6
small group discussions	1	2	3	4	5	6
films, tapes, and other media	1	2	3	4	5	6
informal individual or group discussion	1	2	3	4	5	6
coffee breaks, lunch	1	2	3	4	5	6
panel discussions or other activities	1	2	3	4	5	6
group presentations	1	2	3	4	5	6
time allotted each was appropriate	1	2	3	4	5	6

14. Please rank the following in terms of overall importance in accomplishing the goals of this Institute. Rank only activities used in this Institute. (1=highest, 8=lowest)

_____ main presentations/lectures

_____ group exercises (learning strategies)

_____ small group discussions

_____ films, tapes, and other media

_____ informal individual or group discussion

_____ coffee breaks, lunch

_____ panel discussions and other activities

_____ group presentations

15. I feel free to call upon the Institute staff for assistance, resources, or general follow-up.

strongly disagree 1 2 3 4 5 6 strongly agree

16. I accepted the goals of this Institute.

did not accept 1 2 3 4 5 6 fully accepted

17. As a result of the Institute for Equality in Education, I will be able to implement changes in my classroom.

strongly disagree 1 2 3 4 5 6 strongly agree

18. As a result of the Institute for Equality in Education, I will be able to implement changes in my school.

strongly disagree 1 2 3 4 5 6 strongly agree

19. This Institute will probably have a significant impact on my attitudes and/or behaviors.

strongly disagree 1 2 3 4 5 6 strongly agree

20. This Institute met my expectations.

strongly disagree 1 2 3 4 5 6 strongly agree

21. Participating in the Institute was a positive experience for me.

strongly disagree 1 2 3 4 5 6 strongly agree

22. For me, the most important aspect of the Institute was:

23. The one thing about this Institute that troubled me and was the least satisfying was:

ANNOTATED BIBLIOGRAPHY

BOOKS

Adell, Judith and Klein, Hilary Dole, Editors. A Guide to Non-Sexist Children's Books, 1976. Academy Press Ltd., 176 West Adams Street, Chicago, Illinois, 60603, Paperback, $3.95. Brief annotated bibliography of books (K-12) with a few photographs and illustrations. Educator reference/classroom library.

Alberti, Robert E. and Emmons, Michael L. Stand Up, Speak Out, Talk Back!, 1975 Pocket Books, 1 West 39th Street, New York, NY 10018. How to gain self-confidence and self-respect, how to express anger constructively, and how to express assertiveness through eye contact, body posture, tone of voice and timing; case histories and character tests included.

Alfrey, Jean K. Equal Rights for Women in Education, A Resource Handbook for Policy Makers, 1976. Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203. Issues, resource organizations, individuals, and recent state action to help educational and political policy makers combat sex discrimination; film resources.

Andreas, Carol. Sex and Caste in America, 1971. Prentice Hall, Inc., Englewood Cliffs, New Jersey, paperback, $1.95. A sociologist present factual and interpretive data. Adult and advanced high school.

Baker, Liva. I'm Radcliffe! Fly Me--The Seven Sisters and the Failure of Women In Education, 1976. Macmillan Pub. Co., Inc., 866 Third Avenue, New York, NY., 10022. Describes the unique contributions, problems and failures of seven elite women's institutions of higher education (Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley).

Belotti, Elena Gianini. What Are Little Girls Made Of? The Roots of Feminine Stereotypes, 1976, Schocken Books, New York, Hardback book. Suggests that, for good or evil, by age three the sex stereotyping is all but completed.

Blaxall, Martha and Reagan, Barbara, Editors. Women and the Workplace: The Implications of Occupational Segregation, 1976. The University of Chicago Press, Chicago, Illinois 60637. Proceedings of a workshop sponsored by the American Economic Association Committee on the Status of Women in the Economics Profession. Discusses occupational segregation as a complex, interlocking set of institutions with deep historical roots; considers policy changes for job equality.

Bird, Caroline. Born Female: The High Cost of Keeping Women Down, 1968. David McKay Co., Inc., 750 Third Avenue, New York, NY, 10017, Paperback by Pocketbook, $1.25. An early women's liberation statement, Convenient appendix of "Chapter Notes" and Index. Adult, including high school.

Bird, Caroline. Everything a Woman Needs to Know to Get Paid What She's Worth, 1973. David McKay, 750 Third Avenue, New York, NY, 10017. Paperback, Bantam. "A useful potpourri of information tips, and ideas for the working woman or prospective working woman." Quotations from informants on variety of topics.

Burton, Gabrielle. I'm Running Away from Home But I'm Not Allowed to Cross the Street, 1972. Avon Books, The Hearst Corporation, 959 Eighth Avenue, New York, NY, 10019. One woman's discovery of the Women's Movement. Easy reading.

Byerly, Carolyn M. A Guide to Women's Educational Opportunities, 1973. Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302. Survey of 457 Western campuses. Paperback.

Cahill, Susan, Editor. Women and Fiction. New American Library, Inc., 1301 Avenue of the Americas, New York, NY, 10019, Paperback book, $2.25. Anthology Subtitled: Short Stories by and about Women: 26 Classics. Adult including high school.

Carlson, Dale. Girls Are Equal Too, 1973. Atheneum--An Alladin Book. Examines many of the reasons for the Women's Movement and addresses itself to teen-agers as they study the roles they will play as adults in our society.

Carney, Clarke G. and McMahon, Sarah Lynn, Editors. Exploring Contemporary Male and Female Roles, 1977. University Associates, Inc., 75 Eads Avenue, La Jolla, CA, 92037. Structured experiences to help individuals develop parts of themselves for maximum growth. Reading and assessment instruments are included.

Cater, Libby A., Scott, Anne Firor and Martyna, Wendy. Women and Men--Changing Roles, Relationships, and Perceptions, 1977. Praeger Publishers, Inc., 200 Park Avenue, New York, NY, 10017. Paperback book. A workshop report, presenting information on women in power and politics, women in the world of work, sex roles and mental health, cultural symbolism, and equality in Sweden.

Cotera, Martha. Profile of the Mexican American Woman, 1976. National Educational Laboratory, Publishers, 813 Airport Boulevard, Austin, Texas, 78702. Stock #EC037, Price, $8.00. The Chicano Woman's historical legacy from the Pre-Columbian Period to 1960. A socioeconomic profile.

Curtis, Jean. Working Mothers, 1976. Doubleday and Co., Inc., Garden City, New York. Hardback. Working mothers, their husbands and children talk about the difficulties they face, the satisfactions they've found, and the ways they cope. General information on current status-of-women working issue.

Dawley, Harold Jr. and Wenrich, W. W. Achieving Assertive Behavior, 1976. Wadsworth Publishing Company, Belmont, California, 94002. A survey of research on assertive training as behavior therapy/operant conditioning. Assertive behavior checklists, references, and a section of relaxation exercises. Designed for professionals in the behavioral sciences, and also for self-help of laymen.

Diamond, Esther, Editor. Issues on Sex Bias and Sex Fairness in Career Interest Measurement, National Institute of Education, Career Education Program Staff, Washington, D.C.

Dienstag, Eleanor. Whither Thou Goest, E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, NY, 10003, 1976. The story of one woman--who could be any woman--facing up to the moral demands of business, marriage and self, but who is caught up in the American dream of upward mobility--a dream that diminishes both men and women.

Duberman, Lucile. Gender and Sex in Society, 1975. Praeger, 111 Fourth Avenue, New York, NY, 10003. Paperback, $4.95. Current theory and research in the sociology of the sex status and gender roles.

Earle, Alice Morse. Home Life in Colonial Days, 1974. The Berkshire Traveller Press, Stockbridge, Massachusetts.

Education Commission of the States. Equal Rights for Women in Education, 1976. 300 Lincoln Tower, Denver, Colorado, 80203. (303)893-5200. A resource handbook for policy makers covering Adult Education, Athletics, Employment in Elementary and Secondary Education, Sex-Role Stereotyping in Curricular Materials, Teacher-Training, Treatment of Students, Vocational Education, Appendices.

Ellmann, Mary. Thinking About Women, 1968. Harcourt, Brace-Jovanovich. Paperback, $2.65. A startling, genuinely funny, and deeply serious investigation of our conceptions of femininity as revealed by writers from Jane Austen to Mary McCarthy and Norman Mailer.

Epstein, Cynthis Fuchs. Woman's Place: Options and Limits in Professional Careers, 1970. University of California Press, Berkeley, California. A good background book from a sociological point of view. Index and many references, including bibliography. Advanced high school and up.

Farmer, Helen S. and Thomas E. Backer. New Career Options for Women. 1977, Human Sciences Press, 72 Fifth Avenue, New York, NY 10011. A three-part series: A Counselor's Sourcebook ($16.95 hndbk), A Woman's Guide ($4.95 pbk), and A Selected Annotated Bibliography ($9.95 hdbk). Not previewed.

Flexner, Eleanor. Century of Struggle, 1975 revised. The Belknap Press, Harvard University Press, Cambridge, MA. Survey of women's progress; excellent introduction to the subject.

Follett, Charlene V., Darwin D. Hendel, Wenty L. Andberg Klohs, 1975. Men and Women in the College of Veterinary Medicine: Their Comments about Student Services. Measurement Services Center, University of Minnesota, Minneapolis, MN. A research study dealing with students in veterinary medicine.

Forer, Lucille. The Birth Order Factor, 1976. David McKay, 750 Third Ave., New York, New York, 10017. Popularization of Adlerian Counseling Approach emphasizing overcoming birth order and gender. Examples, case histories, personality, and self concepts. Supplementary; advanced high school and adult.

Froschl, Merle and Jane Williamson, editors. Feminist Resources for Schools and A Guide to Curricular Materials, 1977. Resources divided by subject and grade level.

Galassi, Merna Dee and John P. Galassi. Assert Yourself! How to Be Your Own Person, 1977. Human Sciences Press, 72 Fifth Avenue, New York, New York 10011. A manual on assertion training, for the self-help user and also for those interested in developing assertion-training programs for students or trainees.

Gardner, John. Self-Renewal, 1963. Harper and Row, 40 E. 33rd St., New York, New York, 10016. "Common Cause" founder's "how-to-do-it book" for conduct in a modern society.

Gilman, Charlotte Perkins. The Yellow Wallpaper. The Feminist Press, 1973. In the "afterword," Elaine Hedges says this book is a small literary masterpiece overlooked for 50 years.

Griffin, Susan. Voices. The Feminist Press, 1975. A play in which five women of different generations and circumstances speak.

Guttentag, Marcia. Undoing Sex Stereotypes, 1976. Through evaluations and actual experiments to break sex-role stereotypes, this book offers suggestions as to ways one can break through stereotypes in educational settings. Possible objectives and curriculum are offered. Resources for teachers -- elementary and secondary.

Harragan, Betty Lehan. Games Mother Never Taught You, 1977. Rawson Associates Publishers, Inc., New York. A management expert's step-by-step guide for women on the way up the corporate ladder. High School and Adult.

Harris, Janet. Thursday's Daughters: The Story of Working Women in America, 1977. Harper and Row Publishers, Inc., 10 East 53rd St., New York, New York 10022. The lives of the women who have fought for the right to work against social, religious and moral habits: the labor movement, the suffrage movement during wartime; a warning that much still remains to be done. Junior High through Adult.

Harrison, Barbara Grizzuti. Unlearning the Lie: Sexism in School, 1974. Wm. Morrow and Company, Inc.

HEW Office of Education, Women in Non Traditional Occupations: A Bibliography, 1976. Bureau of Occupational and Adult Education, Washington, D.C. 20202. Lists of overview materials, vocational and professional occupations, as well as resource periodical lists.

Howe, Louise Kapp. Pink Collar Workers: Inside the World of Women's Work, 1977. G. P. Putnam's Sons, New York. Women are still trapped in traditional roles in terms of occupations and inferiority in pay. The book gives insights as to how America actually lives. General information on stereotypical occupations.

James, Edward, editor. Notable American Women, 1607-1950, 1971. The Belknap Press, Harvard University Press, Cambridge MA. A biographical dictionary in 4 volumes.

Jongeward, Dorothy and Dru Scott. Affirmative Action for Women: A Practical Guide, 1974. Addison-Wesley Publishing Company, Reading, Massachusetts. This book is directed toward people faced with implementing affirmative action plans and with those who are concerned with equal opportunities

for women. Useful topics include: historical search, women's achievements and the lack of them, legislation, litigation, women in government, women in religion, black women, strategy for change, how to eliminate sexist language in writing.

Katz, Jane B. I Am the Fire of Time, the Voices of Native American Women, 1977. Dutton Paperback, New York. Through prose and poetry, this book gives the traditional socialization and present voice of American Indian Women. General information on life of the Indian Female.

Keelan, Jim. Having Fun Being Yourself, 1975. Communications Unlimited, 7057 Wright Court, Arvada, Colorado 80004. Psychology self-help book in easy language. Written from very open, personal point of view of clergyman/ college teacher. Appendix of activities and games good for all literate ages. Advanced elementary students up, including adults. Illustrations are of male characters, but style is somewhat autobiographical (which may be some justification). The counseling is good.

Kraditor, Aileen S., editor. Up From the Pedestal. Quadrangle Books, Chicago Illinois. Selected writings in the history of American feminism.

Lair, Jess. I Ain't Much Baby--But I'm All I've Got, 1972. Doubleday and Co., Inc., Garden City, New York. Helpful autobiographical commentary on self-acceptance, self-enrichment and love.

Lerner, Gerda. The Female Experience, An American Documentary, 1977. The Bobbs-Merril Company, Inc. 4300 West 62nd St. Indianapolis, Indiana 46268. A composite picture of where women were and where they are. The documents on which it is based shed light on rich and varied aspects of the female past. Many manuscripts were never before published. It covers female childhood 1800's--to the new definition of womanhood. General, historical application.

Loring, Rosalind K. and Herbert A. Otto, 1976. New Life Options: The Working Woman's Resource Book, McGraw Hill Book Co., New York. A major source of information as useful for the woman who wants to make intelligent choices about her life as for the serious student of the Women's Movement.

Lurie, Nancy Oestreich, editor. Mountain Wolf Woman, Sister of Crashing Thunder. University of Michigan Press, Ann Arbor Paperbacks. Autobiography of a Winnebago Indian.

Lussier, Virginia Lee and Joyce Jennings Walstedt, editors. Women's Lives: Perspectives on Progress and Change, 1977. Office of Information Services, Office of the University Editor, University of Delaware, Newark, Delaware. An examination of women in history, women in the public sphere and women internationally (the women of Cuba, China and Sweden).

Lynn, Naomi B. and Ann B. Matasar. Research Guide in Women's Studies, 1974. General Learning Press, 250 James St., Morristown, New Jersey 07960. How to research and write a topic in Women's Studies. Researcher's guide.

McCune, Shirley and James Becker, editors. Today's Changing Roles: An Approach to Non-Sexist Teaching, 1974. National Education Association. A three-ring resource book including questionnaires, checklists, stories, etc. Suitable for high school.

McBride, Angela Barron. A Married Feminist, 1976. Harper and Row, Publishers, New York. A married Feminist explains her position between traditional values and commitment to feminist ideology, part anecdote and part analysis. Sr. high and College.

McKown, Robin. The World of Mary Cassatt. Dell Publishers. The story of an independent and talented woman who helped to revolutionize the world of art.

Msjchrzak, Shirley. Preparing Young Women for Tomorrow: A Handbook of Career Counseling Strategies for Intermediate and High School Women. 1976, Monograph #3. California Personnel and Guidance Association, 654 E. Commonwealth Avenue, Fullerton, CA 92631. 95 p. $5.50 (pbk). Vocational readiness program in three units: the marriage game (given 10 profiles and chance factors, what can you do in this situation); discussion of statistics and other handouts on the job market, apprenticeship, etc.; and use of the Sleeping Beauty transactional script. Cynthia Epstein's useful essay "Bringing Women In" is reprinted. Helpful strategies are outlined for expanding career options: organizing student awareness groups, locating sex-fair career guidance inventories, developing school-community cooperative activities, in-service training for staff. Comprehensive resource list p. 65 - 93 of books, films, organizations.

Macksey, Joan and Kenneth Macksey. The Book of Woman's Achievements, 1970. Stein and Day, Publishers. Scarborough House, Briarcliff Manor, New York 10510.

Medsger, Betty. Women at Work. 1975, Sheed Andrews and McMeel. 212 p. $14.95 (hdbk), $7.95 (pbk).. Black and white photographs of women in traditional and non-traditional occupations with quotes describing their work and lifestyle (includes Dr. Mary Gray, math professor, who says that one of her main concerns is helping teachers prevent math anxiety in girls). The wonderful range of jobs and slice of life revelations make an involving, experiential book.

Merriam, Eve. Growing Up Female in America--Ten Lives, 1971. Doubleday and Co., Inc., Garden City, New York. "Specimen" lives of women, portrayed first hand through autobiographies, diaries, journals and letters. Corrects the omission of women in history texts. Seventeenth and eighteenth century women including Elizabeth Cady Stanton, Maria Mitchel, Dr. Anna Howard Shaw, Elizabeth Gertrude Stern, Eliza Southgate, Mary Ann Webster Loughborough, Arvazine Angeline Cooper, "Mother" Mary Jones, Mountain Wolf Woman, Suzie King Taylor. Historical background.

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. 1975. From College Board Publication Orders, Box 2815, Princeton, NY 08540. 256 p. $6.50 (hdbk), $4.50 (pbk). Very useful and attractive work covering many careers, such as astronomer, chemist, engineer, environmental scientist, physicist, as well as welder, carpenter, electrician, stock broker. Each entry tells what it is like to be in that field, what education is needed, how many women there are and where they work, salaries and future, what colleges award most bachelor's degrees to women in the field, and where to get more information. Reading list and addresses of schools and professional organizations. Photos are action oriented and show the tools of the trade, with some minority group representation. On the cover is a smiling young mathematician in overalls at the Bell Labs.

National Council of Teachers of English. Responses to Sexism. 1111 Kenyon Rd., Urbana, Illinois 61801. Classroom Practices in Teaching English, 1976-77. Activities in four thematic sections: Developing Awareness, Seeking Insights,

Units on Sexism, Theory and Resources. Use by teachers and curriculum committees.

Nilsen, Bosmajian, Gershung and Stanley. Sexism and Language, 1977. NCTE 1111 Kenyon Road, Urbana, Illinois 61801. Essays and an appendix with "NCTE guidelines for Nonsexist Language," from 1974 convention.

Olds, Sally Wendkos. The Mother Works Outside the Home, 1975. Child Study Press, 50 Madison Avenue, New York, New York, 10010. Good advice in elementary style.

O'Neill, Nina and George O'Neill. Shifting Gears, 1974. Avon-Hearst, 959 Eighth Avenue, New York, New York 10019. Authors of marriage counseling, self-help book extend their advice outside marriage.

Pogrebin, Letty Cottin. Getting Yours: How to Make the System Work, 1975. David McKay Co., Inc., New York, New York. Getting Yours attempts to present down-to-earth information as a guide to the working world. Drawing from personal and professional experience of hundreds of American working women, Pogrebin discusses the dead-end job, career advice, on-the-job hassles, sex and age discrimination, family conflicts, ERA.

Powell, John, S.J. Why Am I Afraid to Tell You Who I Am?, 1969. Argus Communications, 7440 Natchez Ave., Niles, Illinois 60648.

Prediger, Dale J. and Nancy S. Cole. Sex Role Socialization and Employment Realities: Implications for Vocational Interest Measures Report #68 (January 1975). American College Testing Program, P.O. Box 168, Iowa City, IA 52240. 10p. $1. Examines methods of reporting vocational interest measures, which ones reflect sex stereotypes, and the problems of using current employment distribution as a criteria for interest patterns.

Proctor, Priscilla and William Proctor. Women in the Pulpit: Is God an Equal Opportunity Employer? 1976. Doubleday and Co., Inc., Garden City, New York. A lively report on 30 women who discuss problems peculiar to them as women and spiritual leaders. The book includes a variety of entries from several denominations. Senior high and up.

Roesch, Roberta. There's Always a Right Job for Every Woman, 1976. Berkeley Publishing Corporation, 200 Madison Avenue, New York, New York 10022. Short accounts by interview of successful women's careers. Light, up-beat, readable.

Ross, Pat. Young and Female, A Vintage-Sundial Book. Random House, New York. In selections from their autobiographies, women recall relevant experiences as turning points in their lives. Women included are Shirley McLaine, Shirley Chisolm, Dorothy Day, Emily Hahn, Margaret Sanger, Althea Gibson, Edna Ferber, Margaret Bourke-White.

Rossi, Alice , editor. The Feminist Papers. Bantam. Essays from Adams to deBeauvoir, edited with comments.

Rowbotham, Sheila. Hidden from History, 1976. Random House. Vintage Books, New York, New York. Rediscovering European women in history from 17th century to the present.

Ryan, Mary. Womanhood in America, from Colonial Times to the Present, 1975. New Viewpoints, A Division of Franklin Watts. New York, New York.

Schneir, Miriam, editor. Feminism: The Essential Historical Writings. Vintage Books, Division of Random House. Essays, fiction, memoirs, and letters by feminist writers.

Scott, Ann Firor, editor. The American Woman -- Who Was She? Houghton Mifflin Co., New York, New York.

Scott, Dru, Dorothy Jongeward. Affirmative Action for Women, 1973. Addison Wesley Publishing Company, Reading, Massachusetts. Practical, workable concepts, supplemented with transactional analysis theory that can be used to help fulfill affirmative action goals.

Sheehy, Gail. Passages: Predictable Crises of Adult Life, 1976. E.P. Dutton and Co., New York. Mysteries of the full-life cycle with predictable crises of all ages and stages.

Singer, Freida, editor. Daughters in High School, 1974. Daughters, Inc., Plainfield, Vermont. Creative writing by high school women.

Sochen, June. Movers and Shakers: American Women Thinkers and Activists, 1900-1970, 1973. Quadrangle, The New York Times Book Co., 10 East 53rd Street, New York, New York 10022. This book presents the historical view of the Feminist Movement from 1900-1970. High School and up.

Splaver, Sarah. Nontraditional Careers for Women. 1974, Julian Messner/Simon & Schuster. $6.25 (hdbk). Description of over 500 careers for women. "Women in Math and Science," p. 1280148 and "Engineering Women Have Fast Growing Futures," p. 128-148. Defines the specialties within a field and who employs them, with supplementary survey data and future predictions. More detailed than Mitchell, but no photographs.

Sprung, Barbara. Non-Sexist Education for Young Children, 1975. Citation Press, 50 West 44th Street, New York, New York, 10036. A guide to help teachers and parents avoid sexist language and counteract social influences such as TV stereotypes children see. The book includes five field-tested units: families, jobs people do, the human body, homemaking, and sports.

Stacey, Judith, Susan Beraud and Joan Daniels. And Jill Came Tumbling After, 1974. Dell Publishing Co., 1 Dag Hammerskjold Plaza, New York, New York, 10017. Subtitled "Sexism in American Education"; 42 essays from a variety of sources.

Stanton, Elizabeth Cady. Eighty Years and More--Reminiscences 1815-1897, 1971. Schocken Books, 67 Park Avenue, New York, New York 10016.

Staples, Robert. The Black Woman in America, 1973. Nelson-Hall Co., Pub. 325 W. Jackson Blvd., Chicago, Ill. 60606. This book presents a sympathetic portrait of Black womanhood representing "the finest of the human spirit in overcoming the obstacles encountered in the search for freedom." Myths are discussed as well as family social structure. General use for information regarding the Black woman's struggle.

Showalter, Elaine. Woman's Liberation and Literature. Harcourt, Brace, Jovanovich, New York. Anthology of stories and essays by well-known writers, each annotated. With bibliography and sections of discussion questions and topics for papers. Also included are diatribes by a couple of anti-feminist men. Assembled for convenience as a women's studies textbook.

Sworkin, Andrea. Woman Hating, 1974. E.P. Dutton and Co., Inc., New York. Information on topics such as traditional sex-type roles, women as victims, female gynocide, and the androgynous community.

Taubman, Bryna. How to Become an Assertive Woman, 1975. Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020. "The subtitle could be 'but not a pushy broad, castrating bitch or aggressive dame.'" High school and up.

Twin, Stephanie. Women and Sports, 1977. The Feminist Press. Three-part anthology of articles on: Myths and Realities, Sports and Women's Lives, and the Structure of Women's Sports.

Wald, Carol. Myth America--Picturing Women 1965-1945, 1975. Pantheon Books, A Division of Random House, New York. This image-filled book presents pictures from the past American century which focus on fantasies and stereotypes which have helped to shape our values. Light reading.

Walsh, Mary Roth. Doctors Wanted: No Women Need Apply: Sexual Barriers in the Medical Profession, 1835 - 1975. New Haven University Press. This book examines the history of women physicians in the United States and the sex discrimination issues against women. Senior high and up -- material on problems of female physicians in U.S. history.

Wertheimer, Barbara. We Were There--The Story of Working Women in America, 1975. Pantheon Books, New York. The American Work force, black, white, native American, slave or free, has had as its great push the women's influence. The book does not include women in the arts and professions.

Widerberg, Siv. I'm Like Me, 1973. The Feminist Press, Box 334, Old Westbury, New York 11568. Poems translated from Swedish. Library of Congress summary. Poems reflecting child's view of such life experiences as friendship, teachers, parents and growing up.

ADDENDUM

Lerner, Gerda. The Grimke Sisters, Shocken Books, New York, New York. Pioneers for women's rights and abolition.

Lerner, Gerda. The Woman in American History, 1971. Addison Wesley, Menlo Park, California. A brief but valuable summary of the subject with illustrations.

MEDIA

AMERICAN WOMEN - Butterick Publishing Co., 161 Sixth Avenue, New York 10013. Copyright. (Two cassettes/two filmstrips). Two hundred years of authentic fashion, designed to stimulate interest in the historic events of the past. For high school or college.

BEGINNING CONCEPTS - PEOPLE WHO WORK - Scholastic Magazine, 123 Newkirk Road, Richmond Hill, Ontario. Copyright, 1975. (Five cassettes/five filmstrips, five paper hats, and punch-out finger puppets). Self-awareness about abilities, interests, likes and dislikes and relating them to the world of work. For pre-school and primary grades.

BETWEEN GENERATIONS - McGraw-Hill Films. (Four cassettes/four filmstrips) Designed to present actual attitudes and problems encountered in parent/teenage relationships. Contents: "Nobody's Perfect" -12½ minutes; "Man/Child" - 15 minutes; "A Boy for You/A Girl for Me" - 12 minutes; and "Glass Houses" - 12 minutes. For high school.

COMMUNITY CAREERS - Instructo Corporation, Paoli, Pennsylvania 19301. Copyright 1975. (Picture, 27 people dressed to fit hundreds of occupational roles, and 17 additional tools/props in color) Motivate, introduce, supplement, or review community careers with men and women shown in equal roles. For elementary school age.

EXPANDING CAREER HORIZONS, Illinois Department of Education, Vocational Education, 1976. This multi-media package of five each, 50 minute lessons - aimed at both sexes for use anytime in any class - all lessons are activity oriented, use no role model and no value judgements and emphasize freedom of choice. Five lessons: Sex Stereotyping, Laws Prohobiting Sex Discrimination, Labor Force Participation of Women, Wages and Cost of Living, Guidance Tests. Enough material for 30 participants at a time. Cost - $25.00.

EXPANDING CAREER HORIZONS, Illinois State Board of Education, 100 N. 1st Street, Springfield, Illinois 62777. Authors: JoAnn M. Steiger and Arlene Fink. Copyright, 1977. (Game boards and ditto sheets). Understanding sex-role stereotyping of jobs. For high school age.

FEMINIST RESOURCES FOR EQUAL EDUCATION (FREE) - P.O. Box 3185, Saxonville Station, Framingham, MA 01701. Two sets of 8 x 10" photographs showing women working as Community Helpers and Professionals. $2/set of 8 photos.

HELP WANTED: SEXISM IN CAREER EDUCATION MATERIALS - Women on Words and Images, 1975. From WOWI, P.O. Box 2163, Princeton, NJ 08540. 51 p. $2.50 or $2 each/25 copies. 25 minute slide-tape show, rental: $35. Sale: $300. 84 sets of career education materials (28 elementary/56 secondary) are evaluated with examples of different types: materials showing stereotyped occupations dominated by males, those aimed at

one sex only, those with tokenism, and those which attempt fairness. Careers broken down by sex yield an almost 5:2 ratio male to female. Includes checklists and suggestions to help teachers and counselors who have to use the available sexist materials. Devastating examples of "grooming" instructions for women only, use of the generic "he", and domination of filmstrip frames and narration by males abound.

LEARNING ABOUT CHANGING SEX ROLES - Jenny Publishing Co., Inc., 57 Queen Ave. So., Minneapolis, Minnesota 55404. Copyright 1977. (Six posters) Excellent visuals for sex role choices for any age.

MAN AND WOMAN: MYTHS AND STEREOTYPES - Center for Humanities, Inc., Two Holland Avenue, White Plains, New York 10603. Copyright, 1975. (Box 1 and 2: one cassette, one record, one disc, and 80 slides). Throughout history myths and stereotyping have hindered development of positive images for both sexes, awareness to negate these relationships is the main purpose. For high school age. Part I: 18 minutes; part II: 18 minutes.

MIND OPENERS - PEOPLE ON THE JOB - Jungle Press, Box 2948 Rockridge Station, Oakland, California 94618. Copyright, 1977. (20 black and white pictures). The reality of persons in non-stereotype work situations. For any age.

MY FAMILY - Milton Bradley, Springfield, Massachusetts 01101. Copyright 1974. (Game with 12 figures) To provide flexible and imaginative understanding of their own family and clarify their concept of "family". For pre-school and primary grades.

NON-TRADITIONAL CAREERS FOR WOMEN - Pathescope Ed. Films Inc. & Associated Press. Copyright 1974. (Two cassettes/two filmstrips). This is designed to broaden the student's career horizon. Part one gives a broad picture of a career area using interviews with real people working at real jobs: 12½ minutes. Part two concentrates on a given career area: 13 minutes. For junior high or high school age.

OUR HELPERS - Milton Bradley, Springfield, Massachusetts 01101. Copyright 1974. (Game with 12 community workers - six men, six women) Created to alter the stereotyped views of men and women; figures reflect multi-racial composition of our society. For pre-school and primary grades.

PLAY SCENES - Milton Bradley Co., Springfield, Massachusetts 01101. Copyright 1975. (Game with four playboards - two each) Children shown in a wide variety of activities unhampered by sex-role stereotyping. For early childhood.

PEOPLE AT WORK - (#1217) Instructo Corporation. Paoli, Pennsylvania, 19301. 24 pictures of multi-ethnic workers in non-sexist situations.

THE RE-EDUCATION OF WOMEN AND MEN: CREATING NEW RELATIONSHIPS - Center for Humanities, Inc., Two Holland Ave., White Plains, New York 10603. Copyright, 1976. (Box 1 & 2: one disc, one cassette, one record, and 80 slides). Explores career possibilities for men and women and examines a variety of roles and promotes equalitarian relationships. For high school and college age. Part I: 19 minutes; Part II: 18 minutes.

RE-EXAMINING SEX ROLES - Harper & Row, San Francisco, California. Copyright 1975. (Six filmstrips) Encouragement of people to express and assess their values and beliefs regarding sex roles. Courses suggested: Women's Studies, Psychology, Anthropology, History, Family Relations, Home Economics, Sex Education, Adult Groups.

SEX FAIRNESS IN CAREER GUIDANCE: A LEARNING KIT. Abt Publications, 1975. 265 pages. (Available from: Abt Publications, 55 Wheeler Street, Cambridge, Mass. 02138, $15.00 plus shipping). A self-administered curriculum for counselors, counselor educators, teachers, and students, this curriculum is organized into four chapters dealing with orientation to sex fairness recommendations for a sex-fair career guidance program, sex-fair use and interpretation of interest inventories, and a resource guide. There are a variety of supplementary materials for duplication and use with the activities.

SEXISM IN LANGUAGE AND MEDIA - Learning Seed Co., 145 Brentwood Drive, Palatine, Illinois 60067. Copyright 1976. (One cassette, two filmstrips, lab worksheets/spirit masters). Helps students become aware of the meaning and scope of sexism in mass media and that it is a problem that concerns both male and female. Use in language labs, English or reading classes. Cassette narration - 13 minutes; 70 frame filmstrip. For Jr. High, High School, and others.

YOU CAN BE ANYTHING - Teaching Resource Films. Copyright 1975. (Three cassettes/four filmstrips) It seeks to free boys and girls from stereotyped thinking about careers. For elementary age.

PAMPHLETS

AASA Executive Handbook Series #4. Sex Equality in Educational Materials. U.S. Office of HEW, Office of Education, Stock #021-00432.

AASA Executive Handbook Series #5. Sex Equality in School. U.S. Office of HEW, Office of Education, Stock #OEC-0-74-9318.

American School Board Journal, Here Are the Anti-Sexism Laws of the U.S. June, 1976.

Astin, Helen S. and Parelman, Allison. Sex Roles: A Research Bibliography. National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

Bellinger, Joseph. Assessing and Field Testing Career Planning and Development Approaches for Adults, Minorities and Women. San Jose Unified School District, San Jose, California.

Birk, Janice M. Reducing Sex Bias - Factors Affecting the Client's Views of the Use of Career Interest Inventories, 1974. Aries Corporation, 49 pages. (EDRS MF- $0.83 - HC - $2.06 plus postage. EDO95 367) Research is reviewed which relates to sex bias and the use of interest inventories in the career exploration process. Manuals and interpretive materials contain suggestions and corrective interventions which can eliminate possible harmful effects on women.

Bryant, Barbara Everett. American Women Today and Tomorrow. National Committee on the Observance of International Women's Year. U.S. Government Printing Office. Stock #052-003-00249-3.

Business and Professional Women's Foundation. Career Counseling: New Perspectives for Women and Girls. 1972. From BPWF. 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036. 44 p. 50¢. A selected, annotated bibliography of books, pamphlets, articles, and microfilm on counseling, occupational choice, and specific careers.

Council on Interracial Books. Catalog of Racism and Sexism, 1976. CIBC Resource Center, Room 300, 1841 Broadway, New York, New York 10023.

Creative Classroom Activities, 1974. A Creative Classroom Activity by Edu-Game. P.O. Box 1144, Sun Valley, CA 91352. A simulation Activity for grades 9 - 12.

Cusick, Judy, ed. A Resource List for Non-Sexist Education, 1976. Resource Center for Sex Roles in Education, National Foundation for Improvement of Education, 1201 Sixteenth St., N.W. Washington, D.C. 20036. List of books including government documents and organizational resources. Includes criteria for evaluating textbooks.

Daniels, Arlene Kaplan. A Survey of Research Concerns on Women's Issues, 1975. Association of American Colleges, 1818 R. St., Washington, D.C. Includes a "Conclusion" concerning needed research. Bibliography.

Dinnerstein, Myra and Laurel Wilkening. What Next? Career and Educational Opportunities for Junior and Senior Women. Women's Studies Committee, University of Arizona, Tucson, AZ 85721. October 29, 1977 workshop program on science careers.

Dunkle, Margaret. Competitive Athletics: In Search of Equal Opportunity. U.S. Department of HEW, Office of Education. Stock #017-030-017130.

Ekstrom, Ruth B. and Wehren, Aileen. Finding Funds for Programs Relating to Women's Educational Equity, 1978. U.S. Dept. of HEW, Office of Education, 1855 Folsom St., San Francisco, CA 94108. Stock #017-080-01835-7. To give general overview of the process of obtaining funds from foundations and government agencies and provide reference to additional, more detailed resources.

Froschl, Merle. Storypack, 1974. The Feminist Press, Box 334, Old Westbury, New York 11568. 5 stories for children ages 3 - 10.

Hanson, G.R., D.J. Prediger, R.H. Schussel. Development and Validation of Sex-Balanced Interest Inventory Scales. ACT Research Report, March 1977, No. 78. The Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Howe, Florence. "Educating Women: No More Sugar and Spice," Oct. 16, 1971. Originally appeared in Saturday Review, reprinted with permission by KNOW, Inc. Title of Dittoed reprint: "Sexual Stereotypes Start Early."

Interact Company. Seneca Falls. A simulation of the first women's rights convention. 1974. Box 262, Lakeside, CA 92040.

Interact Learning Through Involvement pamphlets. Interact Learning Through Involvement, P.O. Box 262, Lakeside, CA 92940. Includes unit simulations, supplementary simulations, interaction units, individual learning projects.

Jansen, Reamy and Susan O'Malley, eds. The Radical Teacher, 1977. The Radical Teacher, Box 102, Kendall Square, P.O. Cambridge, MA 02142. News journal with articles examining the state of Women's Studies programs around the country.

Knox, Holly, project director. PEER: Project on Equal Educational Rights. A project of the NOW Legal Defense and Education Fund, 1029 Vermont Avenue, N.W. Suite 800, Washington, D.C. 20005. Summary of the regulation for Title IX Educational Amendments of 1972.

La Luz. November 1977. The Hispanic Woman in America; La Luz Publications, 8000 E. Girard, Suite 314, Denver, Colorado 80231. Articles on women from Hispanic background.

Mason, Karen Oppenheim. Sex-Role Attitude Items and Scales from U.S. Sample Survey. Population Studies Center, University of Michigan, Ann Arbor.

Matthews, Martha and Shirley McCune. Complying with Title IX: Implementing Institutional Self-Evaluation. U.S. Department of HEW, Office of Education. Stock # 017-080-01672-9.

Matthews, Martha and Shirley McCune. Title IX Grievance Procedures: An Introductory Manual. U.S. Dept. of HEW, Office of Education. Stock # 017-080-01711-3.

_____.Why Title IX? U.S. Dept. of HEW, Office of Education. Stock # 017-080-01670-2.

_____.Complying with Title IX: The First Twelve Months. U.S. Dept. of HEW, Office of Education. Stock # 017-080-01669.

_____.Identifying Discrimination. U.S. Dept. of HEW, Office of Education. Stock # 017-080-01671-1.

McCune, Shirley, et.al. Implementing Title IX: A Sample Workshop. U.S. Dept. of HEW, Office of Education. Stock # 017-080-01709-1.

McCune, Shirley and Martha Matthews. Programs for Educational Equity: Schools and Affirmative Action. U.S. Dept. of HEW, Office of Education. Stock # 017-080-01457-2.

McGraw-Hill Company. Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020.

McLure, Gail T., ed. Women in Science and Technology: Careers for Today and Tomorrow, 1976. ACT Publications, P.O. Box 168, Iowa City, IA 52240. Quotes, career lists, pictures of women in non-traditional careers. An examination of myths and realities about women in science and technology.

Michigan Department of Education. Guidelines for Eliminating and Preventing Sex Discrimination, 1976. P.O. Box 420, Lansing, Michigan 48902. Discussion of discrimination, of the federal guidelines, and of the guidelines for eliminating sex discrimination.

Moberg, Verne. Consciousness Razors. National Education Association, U.S. Office of Education -0-72-2507. Stock # 0586-4-00.

_____. A Child's Right to Equal Reading. NEA, Washington, D.C. 20036. USOE 0-72-2507. "Exercises in the liberation of children's books from the limitation of sexual stereotypes. Short discussion of stereotypes and remedies."

National Association for Women Deans, Administrators, and Counselors. Statement on Primary and Secondary Education for Girls and Their Mentors. 1028 Connecticut Ave., N.W., Suite 922, Washington, D.C. 20036.

National Education Association. Combating Discrimination in the Schools - Legal Remedies and Guidelines. Washington, D.C. Guide to laws and regulations that individuals and groups may use in cases of discrimination.

Office of Education, Bureau of Occupational and Adult Education. Women in Non-Traditional Occupations: A Bibliography, 1976. Washington, D.C. 20202. A 189-page annotated bibliography including popular magazine and professional journal articles, books, pamphlets, government documents and dissertations published from 1970 - June 1976. Divided into sections on

non-traditional occupations; skilled vocational occupations; and non-traditional occupations requiring a minimum of a baccalaureate degree. A non-traditional field was defined as one which women compose less than 38% (the 1970 Bureau of Census average of women in the work force) of the specific occupational work force. Indexed by author, title, and subject/occupation.

Olin, Ferris. Fair Play, A Bibliography of Non-Stereotyped Materials, 1976. University Extension Division, College Hall, Douglass College--Rutgers University, New Brunswick, New Jersey 08903. A bibliography of book and non-book materials, (K-12) subdivided into subject areas; teacher resources from a training institute.

Remarkable American Women, 1776-1976. Life Special Report.

Report of National Committee on the Observance of International Women's Year. To Form a More Perfect Union: Justice for American Women. U.S. Government Printing Office. Stock # 040-000-00350-9.

Resource Center on Sex Roles in Education--National Foundation for the Improvement of Education. What Can You Do About Biased Textbooks? 1156 Fifteenth Street N.W., Washington, D.C. 20005.

Sexism in Textbooks Committee. Guidelines for Improving the Image of Women in Textbooks, 1972. Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

Social Studies School Service. Women's Studies Catalog, 1978. 10,000 Culver Boulevard, Dept. 38, P.O. Box 802, Culver City, CA 90230.

SRA. Fairness in Educational Materials - Exploring the Issues. 259 E. Erie St., Chicago, Illinois 60611.

Taylor, Emily and Shanlih. Selecting Professionals in Higher Education: A Title IX Perspective. U.S. Dept. of HEW, Prepared under Contract #300-75-0256.

Unisex Act Interest Inventory (UNI ACT). Report No. 78, $1.00. Write to: Dr. Gary Hanson, American College Testing, 2201 N. Dodge Street, P.O. Box 168, Iowa City, Iowa 52240.

U.S. Commission on Civil Rights. A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination. Clearing House Publication #46.

U.S. Dept. of Commerce, Bureau of the Census. A Statistical Portrait of Women in the U.S. Current Population Reports, Special Studies Series P-23, No. 58, April 1976.

U.S. Dept. of HEW, Office of Education. Title IX and Physical Education: A Compliance Overview. Stock # 017-080-01712-1.

U.S. Dept. of HEW, Office of Education. Title IX: Selected Resources. Stock #017-080-01668-1.

U.S. Government Printing Office. Equal Educational Opportunity. U.S. Documents. Stock #017-080-01674-5.

U.S. Government Printing Office. Selected Court Decisions Relating to Equal Educational Opportunity, 1972. Printed for use of Select Committee on Equal Educational Opportunity.

Valiant, Sharon. People Working, Especially Women, 1976. Rutgers State University, University Extension Division, College Hall, Douglas College. A bibliography of materials, activities and ideas for the classroom teacher.

Verheyden-Hilliard, Mary Ellen. A Handbook for Workshops on Sex Equity in Education. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Experiences of Sex Equality in Guidance and Opportunities Project staff in designing, organizing, and running workshops.

Walker, Marvin J. and Stanley L. Brodsky. Sexual Assault, The Victim and the Rapist, 1976. D.C. Heath and Co., Lexington, Mass.

Wehren, Aileen. Resources in Women's Educational Equity--Non-Print Media and Materials. U.S. Department of HEW, Office of Education. Stock #017-080-01836-5.

Women's Educational Equity Communications Network (WEECN). This organization can place you on its newsletter mailing list and can respond to your questions concerning "Sex fairness in testing - psychological, career, achievement and intelligence." Write to: WEECN, 1855 Folsom Street, San Francisco, California 94103.

Women's Liberation and Revolution, 1972. Falling Wall Press, Inc., 79 Richmond Road, Montpelier, VT. List of books and articles which explore the relationship between feminism and revolutionary politics. By topic, era, etc., with an address list. International in scope. For anyone wishing a complete bibliography section. This selection probably provides items not on other lists.

Women on Words and Images. Dick and Jane as Victims: Sex Stereotypes in Children's Readers. Box 2163, Princeton, New Jersey 08540. Thorough analysis of children's readers. Sexist stereotypes are identified and suggestions for elimination given. For parents, teachers, administrators, etc., who serve on curricular study task forces and textbook selection committees.

ADDENDUM

Sullivan Associates. Recommendations for Eliminating Sex-Role Stereotyping in School Curriculum, 1972. Sullivan Associates, Menlo Park, California. (Mimeo)

BORN FREE

(Build Options, Reassess Norms, and Free Roles through Educational Equity)

Hansen, L. Sunny, Pelcak, Doug, Gerri Perreault and Dege, Dolores. BORN FREE TRAINING PACKET TO REDUCE SEX-ROLE STEREOTYPING IN CAREER DEVELOPMENT ELEMENTARY LEVEL. Published by Counseling and Student Personnel Psychology, Department of Psychoeducational Studies, College of Education, Minneapolis, Minnesota, 55455. Developed in June, 1978. (Manual and nine videotapes and viewers guides for a two-week workshop). Packet to increase awareness of teachers, counselors, administrators, and parents of ways they consciously or unconsciously inhibit or facilitate career options for children.

Hansen, L. Sunny et.al. TRAINING PACKET FOR SECONDARY LEVEL. (See above).

Hansen, L. Sunny et.al. TRAINING PACKET FOR HIGHER EDUCATION/POST-SECONDARY LEVEL. (See above).

Johnson, Diane, Harper, Jim, Hatfield, Tim, Teeson, Terry and Hansen, L. Sunny. SELECTED REVIEW OF THE LITERATURE ON CAREER DEVELOPMENT AND SEX-ROLE STEREOTYPING AT THE SECONDARY LEVEL. August, 1977. Pamphlet. Counseling and Student Personnel Psychology, Department of Psychoeducational Studies, College of Education, University of Minnesota, Minneapolis, Minnesota, 55455. Literature review for use in training educators and parents to facilitate career growth of secondary youth.

Keierleber, Dennis L. PROJECT BORN FREE: CASE SUMMARIES OF THE EDUCATIONAL CHANGE PROCESS IN PROJECT BORN FREE INSTITUTIONS 1976-77 (TECHNICAL REPORT No. 7). Published by Counseling and Student Personnel Psychology, Department of Psychoeducational Studies, College of Education, University of Minnesota, Minneapolis, Minnesota, 55455. Copyright: 1976-77. (Report - 109 pages) A summary of the first efforts to initiate and bring about changes in the area of career-related sex-role stereotyping in nine educational institutions involved in Project BORN FREE.

Keierleber, Dennis L. and Hansen, L. Sunny. PROJECT BORN FREE: EVALUATION OF EDUCATIONAL CHANGE PROCESS IN PROJECT BORN FREE INSTITUTIONS 1976-77 (TECHNICAL REPORT No. 6). Published by Counseling and Student Personnel Psychology, Department of Psychoeducational Studies, College of Education, University of Minnesota, Minneapolis, Minnesota, 55455. Copyright: 1976-66. (Report - 117 pages) An analysis of what occurred in BORN FREE institutions according to the Rand model which emphasizes three distinct stages of educational change processes: initiation, implementation, outcomes and continuation.

Pelcak, Douglas. PROJECT BORN FREE SELECTED REVIEW OF THE LITERATURE ON CAREER DEVELOPMENT AND SEX-ROLE COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY. Published by Department of Psychoeducational Studies, College of Education, University of Minnesota, Minneapolis, Minnesota, 55455. Literature review for use in training educators and parents to facilitate career growth of elementary children.

THE FEMINIST PRESS
Box 334
Old Westbury, New York 11568

Ahlum, Carol and Fralley, Jacqualine M. FEMINIST RESOURCES FOR SCHOOLS AND COLLEGES. Copyright, 1973. (Pamphlet with 20 pages). Listing of publications, media, by topics, for use in the non-sexist curriculum. Other catalogs, booksellers, and useful addresses are also included. Possible usages: history, social studies, literature, and general audience.

Arlow, Phyllis, Editor. NEWS NOTES. (Newsletter) New projects and happenings of the Feminist Press.

Cantarow, Ellen and O'Malley, Susan. ELLA BAKER, ORGANIZING FOR CIVIL RIGHTS, Copyright, 1978. (Pamphlet - 25 pages). Illumination of the life of Ella Baker, behind-the-scenes activist of the Civil Rights Movement, from her own view.

Chopin, Kate. THE STORM AND OTHER STORIES, 1974. 36 stories. Direct contact with consciousness-raising art. High School and Adult.

Elsasser, Nan, MacKenzie, Kyle, Tixier, Yvonne, and Vigil. LAS MUJERES: CONVERSATIONS WITH HISPANIC WOMEN OF THE SOUTHWEST, Copyright, 1978. (Pamphlet - 58 pages). Life stories, sayings, memories, recipes, and good advice spoken by Southwestern women. A collective history of Hispanic women in the American Southwest.

English, Ehrenreich and Deirdre. WITCHES, MIDWIVES, AND NURSES, 1973. History of women in northern European and neo-American medicine. Adult including high school.

Froschl, Merle, Howe, Florence and Kaylen, Sharon. WOMEN'S STUDIES FOR TEACHERS AND ADMINISTRATORS, Copyright, 1975. (Packet of in-service materials - 48 pages). A course outline by topics to help a school district start an in-service course on sexism in education and to show the potential of such a course for development of a broader women's studies in-service program. (Source: Seattle Public Schools).

Hedges, Elaine and Wendt, Ingrid, Editors. WOMEN WORKING IN THE ARTS. (Pamphlet 73 pages), a book on women's domestic work, in recognition of that work as a fundamental source of women's art. Possible usages: social studies, art, art history, and English.

Hoffman, Nancy and Howe, Florence, Editors. WOMEN WORKING: STORIES AND POEMS, 1977. Anthology, mostly stories. Four parts entitled: "Who's Dog Am I?," "Sturdiness and Singing," "The Mothers Have Labored," and "Moment of Assertion," include many well-known authors. Women's Consciousness-raising. Advanced high school and adult.

Hoffman, Nancy, Secor, Cynthia and Tinsley, Adrian. FEMALE STUDIES VI--CLOSER TO THE GROUND, 1972. Paperback book. One of a series of anthologies prepared for the Commission on the Status of Women of the Modern Languages Association. An anthology of papers from a variety of feminist points of view, including papers from the Portland State University's Women's Studies program, all interesting, and many personal.

Howe, Florence, Editor. WOMEN'S STUDIES NEWSLETTER, Copyright, 1977. (Quarterly newsletter - 32 pages) Women's Studies: articles, job openings, resources, conference dates, etc.

Johnson, Laurie Olsen, Editor. NONSEXIST CURRICULAR MATERIALS FOR ELEMENTARY SCHOOLS, Copyright, 1974. (Pamphlet - 62 pages) Packet of materials for consciousness-raising in the elementary school (resources and a student workbook for xeroxing).

Sterling, Dorothy. BLACK FOREMOTHERS, 1977. Two powerful biographies of black women who began life in slavery. Women's Lives/Women's Work series.